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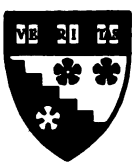

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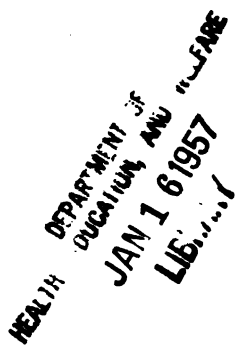

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JAPAN NOTES.

ON THE WAY TO FUJIYAMA.

The ground plan was laid out and the foundation built for this letter more than two months ago when I was led to suspend active operations by the receipt of the information that Miss Gordon-Cumming had some time ago prepared an article describing the ascent of this mountain, which was to appear in Harper's Magazine for October. Believing that doubtless a majority of the readers of the Monthly were also readers of Harper, I thought it, perhaps, desirable that they should not have "too much mountain" offered them in a single season, especially when the same mountain is involved in both cases. After reading said article, however, I have determined to go ahead and run the risk of repetition to some extent, for the sake of giving the readers of the Monthly what advantage may be derived from a sort of binocular view of the subject.

Unaided by illustrations it is impossible to convey an adequate idea of the majestic proportions of this huge volcano, and I regret to feel obliged to say that the illustrations given in the article before referred to, seem extremely feeble and unsatisfactory to those residents of Japan who are accustomed almost daily to behold, with increasing admiration, the mount-

ain looming up in the western horizon as the most conspicuous object of the whole landscape. Travellers who have been "round and about the world" agree in the opinion that nothing like it and, indeed, nothing equal to it can be found elsewhere. Its peculiarities are: its almost perfect symmetry, appearing from all points as a cone with a vertical angle of about 138°, the vertex being sliced off so as to leave a place for the crater; and the fact that it rises, solitary and alone, out of a great plain to a height of 12400 feet, nearly two and a half miles, being unencumbered by other mountains hanging to or around it.

Fujiyama (yama = mountain) belongs to the class of extinct volcanoes; at least it has not been in a state of activity for more than one hundred and seventy years. It is not supposed to be an old mountain, but, on the contrary, many believe it to be comparatively young in years. According to Japanese tradition—it cannot be accepted as history—it was produced in a single night in the year B. C. 286. A geological friend suggests that this fable may be founded upon the fact that the bulk of the mountain was built up by a single and continuous eruption. During the eruption, although it may have lasted many weeks, the sky would be as black as night and thus give rise to the poetic fiction. It may safely be said that nothing is actually known concerning the origin of the mountain, although from its appearance and geological structure it is thought, by geologists, to have been mostly the result of a single eruption. Including that of B. C. 286 as many as seven periods of activity are recorded in Japanese history up to the present time, the latest being in A. D. 1707. The mountain is situated a little south of west from Tokio, and at a distance of nearly one hundred miles.

The excursion to the top of the mountain, about which I shall write, was made during the first ten days of August of the present year (1880) and was undertaken for the purpose of making a determination of the force of gravity at its summit as well as making a number of other observations of scientific interest. On the top of the mountain the party consisted of a number of students from the department of Physics in the Imperial University, W. S. Chaplin, Esq., Professor of Civil Engineering, and the writer. The students had been sent on a few days before August 1st for the purpose of making preparation for the work, and the journey to the mountain was made by Professor Chaplin and the writer alone.

It is by no means a difficult journey to make, but at the same time it is by no means a comfortable one.

Travelling in the interior in Japan is accompanied by a good many features unpleasant to a foreigner. Not the least of these is the fact that, unless you can live upon "native food," which few are able to do and which is usually very poor in the country, you are obliged to carry food enough with you to last during your entire stay, besides allowing a pretty wide margin for unexpected delays. Owing, however, to the multiplicity of things which are now "canned" in various parts of the world it is not difficult to pack a good deal of "potential energy" in a small space.

More than half the distance to Fujiyama is made upon one of the best and most delightful roadways of Japan. Over this, of course, we travelled in jinrikishas. A stage, pulled by horses, goes over this road but, on the whole, the "pull-man car" is much more comfortable and nearly as rapid. On the second day out we left this roadway at a large town lying on the shore of the sea and turned directly towards the Hakone Mountains, a pass in which has to be gone over in order to reach the plain from which Fujiyama rises. Here the road soon becomes very narrow and very difficult, and wheeled vehicles must be given up. The traveller generally has a choice of three modes of getting ahead. He can walk; and this is the simplest and often, in the end, the least annoying way of settling the difficulty; but if he has baggage, more than he can carry, he must provide some way by means of which it can accompany him; and if that baggage consists mainly of canned beef and crackers he will more than ever see the importance of having it near by. He can, if he likes, take a Kago. A "Kago" is a sort of large basket, open at the sides, and secured to a very strong and heavy pole, each end of which is carried on the shoulder of a man. The traveller sits in the basket in a dreadfully-uncomfortable position, as he is vibrated back and forth and carried forward at a pace which is a compromise between a walk and a run. Lastly, and at first sight the most promising way of all, he can ride on horseback. It is generally true that whichever of the three possible modes of locomotion he may have selected, he will regret not having taken one of the other two.

We reached the point where it becomes necessary to settle this momentous question late in the evening and at once de-

cided not to decide until the next morning. Here was a small village situated in a most lovely and romantic spot, in which we were to spend the night. A little time was spent in preliminary skirmishing among the two or three small tea-houses or hotels in the place. Nobody wanted to take us in, though one landlord finally consented. This disinclination to entertain foreigners seems a little strange at first, but it becomes clear when you remember the amount of room which one of them generally considers essential to his comfort.

All of the small villages on the way to Fuji are filled, generally to the point of overflow, with pilgrims; this is the case throughout the months of July and August which include the time in which the ascent of the mountain is possible, and during which thousands of pilgrims are making their way towards it from all points of the compass. These pilgrims are stowed away in a hotel at night very much as you would put cigars in a box, while the foreigner generally demands a floor space which would "accommodate" from six to twenty of them. However, if he is willing to pay in proportion to the room which he takes, he can generally find a resting-place. Our little hotel was filled with pilgrims that night. These people go in bands or companies which are formed in various places over the country, and, under the guidance of an experienced leader, spend many days and weeks of the summer in tramping about from one holy place to another, making it a point to visit most of the famous shrines lying on or near the route taken. They generally wear clothes which were originally white but which by no possibility can ever revert to that condition. A very broad and flat hat, as large as an umbrella and taking the place of one, the pilgrim's staff and a small bundle slung on the back complete the outfit. Very often small bells are tied to a band round the waist, and serve to enrich somewhat the monotonous sounds of the prayers and chants which they are almost constantly repeating. If anybody supposes, however, that there is anything particularly sad or solemn about these pilgrims, he is seriously mistaken. They are a jolly set of fellows who love their "Sake" and easily make night hideous for any one in the immediate vicinity who may be more soberly inclined. They keep coming in and being packed away at all hours of the night, the last party often getting in as late as 2 A. M.; and they have a habit of starting out at all hours in the morning, often as early as 1 A. M.,

so that absolute quiet does not reign over those dominions to any great extent. But, after all, the experienced traveller will say, possibly with a tinge of sadness, that it is better that it should be so. The noise and confusion serves to divert your attention from the industrious and never-wearying attacks of a silent foe,—one infinitely more numerous and infinitely more pestiferous.—I have no heart to make further reference to a creature whose physical insignificance is so widely recognized and whose "wickedness" is so generally deplored.

One of the liveliest incidents connected with the arrival of a lot of pilgrims at a small hotel is the rush which they make for the bath. I have, perhaps, referred in some previous letter to the peculiar customs pertaining to bathing in Japan. In every hotel is a large wooden bathtub or box, two or three feet wide and deep, and four feet or more in length. The water in this tub is kept, by one device or another, at a high temperature. In all seasons of the year the bath is taken so hot as almost to "cook" a foreigner who may rashly venture into it without discipline or training. The custom of frequent bathing prevails. Bath-houses are found in great numbers in all cities or towns and the cost of a plunge is from two to three cents, down to less than one cent. But the feature of the affair which strikes a foreigner somewhat unpleasantly is the fact that the water in these tubs generally remains, without renewal, during a whole day or a night. There appears to be very little objection to plunging into a bath in company with two or three others, if there is room enough, or after a score or more have already enjoyed its invigorating effects, provided it is kept hot enough. That there is something desirable in "freshness," however, is recognized in the fact that a bath in the morning is rated the highest, and they cheapen during the day, and towards night in proportion to the number of people who have already made use of the same. It is pretty generally understood that the foreign travellers do not take kindly to the custom, at least in all hotels which have been or are frequented by them. It often happens, therefore, that the "first plunge" is offered as a special favor to a peripatetic Yankee or Englishman. And it is not uncommon, when you first arrive at a "tea-house" to be assured that this luxury is in store for you, only to learn afterwards, to your chagrin, that others who arrived earlier have indulged in it upon the same assurance. On the present occasion our host, appreciating, without doubt,

our prejudices and feelings, invited us to a bath in a cold mountain stream, which tumbled, in a beautiful little cascade, over the rocks near the hotel. This was as refreshing as it was, under the circumstances, select, and it put us in a condition to spend the night, in spite of all obstacles, in tolerable comfort. In the morning there was the question as to mode of further progress to be settled, and in reaching a conclusion great weight was given to the fact that we had at least one day's hard climbing before us on the mountain, where we could neither ride nor be carried, so we chose to take horses for this day's work. In a short time three of these solid and sullen-looking creatures stood before us. Upon one of them the baggage was soon piled, or rather, to all appearances, one of them was soon buried under the baggage. I presume the pack-horse is pretty much the same the world over, and I am sure no one would ever voluntarily select one if he wishes to ride for amusement. The horses are here so small that for a time your conscience punishes you for having mounted one. No saddle, properly so called, is used, but only the huge, heavy structure, mostly of wood, which is fashioned solely with a view to convenience in securing the load which the horse carries. Accompanying it are long ropes, an inch in diameter, and these are carefully twisted and knotted together in that precise locality wherein, for comfort, softness and elasticity should abound. A sheaf of rice straw over all, however, lessens the hardship considerably, and perched upon the top of this, your feet resting on strong wooden poles which run "parallel to the horse" on either side and at such a height as to bring your knees in dangerous proximity to your nose, you move off with a degree of comfort and grace which wins you the admiration of the surrounding multitude.

The first part of our journey was over the mountain pass, and the path for a time was steep and difficult. The horses were sure-footed and careful, much of their security doubtless being due to the straw sandals with which they are shod rather than with iron or steel. But unfortunately one of them found himself to be either incapable or lazy, and before we had accomplished half of the distance to the summit he refused to proceed further, notwithstanding the earnest and often touching appeals of the youth who was leading him by a rope. After a little vexatious delay the difficulty was surmounted by transferring the baggage to his back and letting him take it

by easy stages at his own will, for we were assured that, once get him to the top, he would go down on the other side without difficulty, an assumption which seemed to be on the side of reason.

In a few hours we had reached the summit of the pass, from which we beheld a view of great extent and wonderful beauty. Lying far below us, and stretching away to a distance of many miles, was the great valley which separated us from Fujiyama. As far as we could see it was dotted over with villages, threaded with winding streams, and out of it rose, in great majesty, the huge volcano itself.

The remainder of the day was spent in descending to this valley, and in crossing it to reach a small village near the foot of the mountain, from which the ascent might be commenced on the day following. This was done in good time and without incident worthy of note.

And at the foot of the mountain we will rest at present.

TOKIO, Japan, Nov. 6, 1880. T. C. M.

A TEACHER'S LIBRARY.

Read before the Mahoning-County Teachers' Association.

I hold it to be a self-evident truth that a teacher should know everything. Who is here present who has not felt the truth of this axiom, who has not been posed by questions which his pupils have propounded?

History, science, literature, art, are all levied upon by these inquiring minds. And this is as it should be. Show me a school where pupils do not ask questions innumerable upon these topics and I will point you to one where they are doing routine work, machine-fashion, or devoting their best energies to outwitting the teacher.

Teaching more than any other profession requires *general information*, and though I never stepped within the sacred walls of a college, it seems to me that Prof. S. might without detriment to any one, devote himself to history, Prof. J. to the classics, and Prof. E. to astronomy, but the common-school teacher needs a more or less intimate acquaintance with *all*.

How can he interest his reading classes without a knowledge of the authors whose productions they are studying or being able to explain the allusions found there. Many passages in

our readers are incomprehensible without some knowledge of Mythology.

How can he teach Geography without a knowledge of the history of the countries described therein, or of the travels of explorers in the vast regions possessing no written history. When his pupils ask "Teacher, where does the moon go when we can't see it?" he needs to know something of Astronomy.

The next best thing to knowing everything is to know where to find the desired information, hence the question, "what books shall I buy?" It never would have occurred to me that I was the proper person to come before this Society with advice upon this point, but at the request of the Executive Committee I will venture a few suggestions.

I scarcely know how much the Committee include in those words "Teacher's Library," that being a rather a high-sounding title to apply to the few or few score books that most teachers feel able to buy. A thought occurs to me in this connection if the mass of our teachers knew what a help books would be to them they would buy more. I know a teacher's salary is limited. Something, many things desirable, must be left out. But if they were aware how much assistance they could get from books they would see that true economy demands retrenchment in some other direction.

Mental growth on the part of the teacher is an essential element of success, and mental growth demands mental food which must be drawn from books and from nature,—no teacher can afford to neglect either source.

Among books that I consider a necessity to every teacher I class first: Webster's Unabridged Dictionary. If the word dictionary suggests simply a means of learning the definition and pronunciation of words I pray you enlarge your idea. Let it include philology, mythology, and natural history. Curious animals, merely mentioned in our geographies are there briefly described, and when, as is frequently the case, the description is accompanied by an illustration, see how the dictionary is passed around the class that all may *see* as well as hear. The "Vocabulary of Noted Names of Fiction" contains an amount of information entertaining and useful not to be found elsewhere in the same compass, if at all.

Next on the list is Lippincott's Gazetteer, invaluable to the student of geography, as is Lippincott's Biographical Dictionary to the reader of history or of general literature. Our pupils

have these books in daily use and I should not know how to teach without them.

Of course a teacher needs more than one text-book in arithmetic, grammar, etc., in the school-room. Imagine a carpenter trying to build a house with only one kind of plane to use. We hear much said against sticking to the text-book in teaching; a teacher's library should contain many text-books; as only by a liberal use of them can he break away from the book in his daily work. Therefore accumulate text-books. Give your pupils parsing lessons and arithmetic lessons from other books than the one in their hands.

Shall I name some text-books? Whitney's "Essentials of English Grammar," Williams's "Parser's Manual," and "Holbrook's Grammar," together with "Greene's Analysis" are excellent for daily reference.

In arithmetic Eaton's, Felter's, Stoddard's Complete, and Ray's Higher will furnish a great variety of problems, and Spencer's Inventional Geometry is an excellent book to use in an arithmetic class.

I like Monteith's Geography for its historical geography, its ancient maps and its methods of showing the comparative latitude of different countries; and Harper's for its railroad maps and the prominence it gives to the physical features of the countries described.

No school-room should be without Gow's "Good Morals and Gentle Manners" with which to "point a moral" upon occasion.

Do you have rhetorical exercises or a literary society in your school? then "Kidd's Elocution," the "Institute Reader," "Memory Gems," "Graded Selections for Memorizing," two or three copies of "Choice Selections" and "How to Conduct a Debate" will be of great use. The cry "I can't find a piece" can be met by the prompt presentation of a book full of selections worth remembering.

Besides books professedly devoted to object-teaching, which I have sometimes found rather dreary, I like for object lessons Youmans's "First Book in Botany" and some of the "Science Primers." I do not think all of them well adapted to children. "Physical Geography" and "Geology" by Geike I have found useful in B Grammar grade and they can be used with younger classes. One who has never studied botany can, with the aid of the book I have metioned, take the little folks along with him in a delightful study that, by training them to *see* what

they look at, will form a habit worth more than the knowledge they obtain, which is not inconsiderable.

Mayer's "Sound" and Mayer's and Barnard's "Light" illustrated by engravings and enabling the pupil to make many simple experiments for himself and thus start him in the path of original research are parts of the "Experimental Science Series for Beginners" published by the Appletons. Add to these either Anderson's, Goodrich's, or Thalheimer's Outlines of General History and some school history of England and the teacher's workshop is tolerably furnished with *tools* for use in his daily labor, and we may proceed to consider what more he needs in the way of what might be called furniture for his home.

History, science, language, he will wish to pursue farther than his classes do. Individual taste will lead one in one direction another in another. Indispensable to all is a Cyclopedia of some kind. If you have eighty or ninety dollars to spare get Appletons'; comparatively few of us can buy this or the "Britannica" or even Zell's. I think Chambers's is more comprehensive than the latter, and it can now be obtained of the American Book Exchange for ten dollars, or by clubbing together for even less. It is a reprint of the last (1879) London and Edinburg edition, with six volumes devoted to topics of particular interest to American readers, making twenty volumes in all. It is well worth the money. I do not know of any way in which a small sum of money can be expended for books to better advantage.

Having fixed in the mind an outline of English history, which can be obtained from a school book, Thalheimer's is excellent on account of its tables showing the descent of the monarchs, the teacher-student is ready to clothe the skeleton.

Green's Short History of the English People will aid in this purpose, it is not a history of wars but of the people, their language, literature, writers, and the growth of the government.

Smyth's "Lectures on Modern History" is invaluable as containing the philosophy of history and extending the view to other countries. He also refers the reader to other books in which a more extended account of different epochs may be found.

By the way I think it is a great mistake to begin a course in history by reading Macaulay or Froude as many do, they serve excellently in filling up an outline but without that first

fixed in the mind it becomes confused and the result is discouragement instead of profit and pleasure. I would first read Knight's Popular History of England, a comprehensive work, the retail price of which, a year ago, was twenty dollars, now reduced to three, by the Book Exchange. Then I would read Macaulay and Froude for more particular information upon certain periods.

Motley's Rise of the Dutch Republic, United Netherlands, and John of Barneveld are exhaustive histories of a people once the bulwark of Protestantism on the continent of whom we know too little. Voltaire's Charles XII. is an exceedingly interesting account of that great warrior. These with Robertson's Charles V., especially the Introduction which gives an extensive view of Europe in general, and Thiers's Consulate and Empire will give an idea of European history.

In the sciences besides his text-books the teacher should have "Other Worlds than Ours" and "Expanse of Heaven," by Proctor, Tyndall "On Sound," Agassiz's "Methods of Study in Natural History," and Huxley's "Biology." Chambers's "English Literature" is valuable both as a book of reference and as an aid in pursuing a course of study in that subject. Taine's "History of English Literature" is a good companion for this, and for a more extended reading get Morley's "English Men of Letters," a series of small books published by the Harpers.

There are certain books pertaining directly to the profession that should be in a teacher's library. Among these are Wickersham's "School Economy" and "Methods of Teaching" by the same author. Miller's "Schools and Schoolmasters," Ogden's "Art of Teaching," Spencer's "Education," Youmans's "Culture Demanded by Modern Life," Page's "Theory and Practice of Teaching," Holbrook's "Normal Methods," Whitney's "Life and Growth of Language," Matthews's "Words, their Use and Abuse," and many others which I might name.

It would have been easy to have compiled a long list of books from those recommended in educational journals, but the request of the committee for the reasons of recommendation, presupposes an acquaintance with the contents of the books and necessarily limits the number. Poetry and fiction I would not neglect, the standard authors are well known and the personal taste of the teacher will guide him here, but there are works in these domains illustrative of certain periods that are

desirable on that account. Such are Longfellow's "John Endicott" and "Courtship of Miles Standish," Hawthorne's "Scarlet Letter," and "Legends of the Old Province House" in "Twice-Told Tales," illustrating early colonial times. Scott's "Ivanhoe" and "Talisman" tales of the time of Richard the Lion-hearted.

"The Young Folks' History of the United States," by Higginson, gives a list of books, history, biography, poetry, and fiction, illustrating different periods of our history that has been very useful in a certain little reading club in this county.

The teacher should not neglect biography, for do not

"Lives of great men oft remind us
We may make our lives sublime."

It scarcely seems necessary to specify books in this department unless it be to say that we ought to know something of the life of Horace Mann, Pestalozzi, and Emma Willard as well as of Julius Cæsar and Joan of Arc.

As I have said, the list could be extended *ad infinitum*, but I will impose upon your patience no longer. It was suggested to me that I should name the publishers of these books, but I found that impracticable within these limits.

SARAH E. PEARSON.

THE CHILDREN.

The dear little children! What wonderful, mysterious, bewildering little morsels of humanity they are! We older folk seem to have left our own childhood so very far behind us, that we might as well have never had any, as far as any practical benefit to our teaching is concerned.

And yet the experience is there, and if the young teacher will patiently search underneath the x's and y's, the "ologies" and "isms" of her later years, she will find buried there some old pictures, some strange distorted ideas, some long-forgotten joys, that need only to be fused with the broader thought, the clearer ideas, and the heaven-born zeal of these after years, to mould the charmed key to success.

The idealist, who talks of the spotless innocence of childhood, and would look upon each little mortal as a perfect, sinless creature, fresh from heaven, is simply an idealist, and does not know what real children are. An honest, fearless look into our own past, and a careful study of the children around us,

must convince us that the average child is tempted to quarrel, and to be resentful, envious, untruthful, covetous, and selfish, just as older people are, and more than properly-disciplined older people are. To us, the teachers, is given a large part of the work of helping these dear little children up to a higher level of morality, into the pure atmosphere of Christian love and holy earnestness, from which they may look back upon these hateful sins and errors, and seeing them in their true light, feel above them.

If we could show them how beautiful it is to be good, they would not want to be bad. They are quick to appreciate beauty in action, they have a keen sense of justice, and as a rule, their hearts are rich in noble and lovely traits, which need only to be touched to spring into warm, active life. In short the child is full of possibilities for either good or evil. If the evil propensities are called into activity by his surroundings and associates, they rapidly assume alarming proportions. The child becomes impudent, stubborn, reckless, vicious, incorrigible. If on the other hand his associations are such as to call out his nobler qualities, courage, self-control, generosity and love so shame the worse elements of his character that they seldom show themselves, and we may hope that they may die of ennui, while the child himself shall be daily growing in wisdom, industry, and truth.

But is it possible to reach such a result? Is it not all visionary, ideal, impractical?

Well some one has said "Aim at the sun and your arrow will fly that way," and another "Not failure, but low aim, is sin."

We can do something, we can do *much*, to encourage the growth of good, and impede and choke the development of evil.

I believe that the secret of success in this line of our work, is to make happiness an invariable attendant upon the proper performance of duty, it is to make pleasant things of work, of truthfulness, of carefulness; it is so to fill the atmosphere of the school-room with love and gladness that every little heart shall glow in the genial warmth. The teacher needs to be a very fountain of gladness. And why should she not be? Healthful food, and plenty of sleep—yes, *plenty of sleep* produce animal strength and spirits enough more than to meet the demands of the day; while a trustful leaving of cares in the hands of a loving Father, who has told us to cast our cares

upon him, a prayer for wisdom from Him who has promised wisdom to all who lack, and a thoughtful preparation for every lesson of the day, has made her spiritually and intellectually ready and eager for work. It is delightful to do what one feels able to do well; so I say, a teacher who makes faithful preparation must find real joy in executing her plans.

Then carry a bright face and a warm heart into the schoolroom every morning. Go early; hoist a window here, let in more sunlight there, and have your fire blazing cheerfully. While you are busy, perhaps the bell rings and a little face appears at the door. A sober little face it may be; he was cold, or his big sister was cross, or he fell down on his way to school, but you are glad to see him; he is rather irregular and you are glad he came to-day, or he is one of your best boys and you love him very much, or he has been sick and is well enough to be out, and you are glad. It is not necessary to say anything, that bright look of yours told him of your gladness, and he goes to his seat with a contented little smile that amuses and gratifies you. An arrow of love or approbation sent into each little heart before the regular opening of school is an ounce of prevention worth several pounds of cure. A child who knows that you know he read his lesson well yesterday, that you remember that every one of his ten examples in arithmetic was correctly answered, or that he succeeded for the first time in having a period after every sentence in his writing lesson, that he did have his slate quite clean and neat at last, or that he did not whisper a single word all day, will feel such a pleasant sense of your regard for him that he will wish to retain and increase it by redoubled effort in well doing.

It is a blessed fact that if a child knows exactly what the teacher wants of him, and is sure of her regard if he does it, he is very apt to try hard to accomplish it.

So we must study to know what it is proper to require, how to require enough, how not to require too much, and then to be sure the children know what is wanted. Mrs. Ford's little story of the class who failed to obey her signal is a striking illustration of the cause of nearly all—yes, perhaps quite all of the cases of seeming rebellion among very little children. They are frightened, or they do not understand the words the teacher uses.

Children like to tell what they know. They are not thus impelled so much by vanity, nor yet so much by the mere

pleasure of talking, as by an eagerness to install themselves in the good graces of the teacher by proving that they really do know something.

A few days ago a very little girl who had missed every one of ten words in her spelling lesson the day before, was requested to spell "lived." She stood up. A shade of thoughtfulness came over the sweet face, the blue eyes grew pathetic, and still the teacher waited. Suddenly a light played with the shadow, and looking up, she said eagerly, pleadingly, "I can spell 'servant.'"

Another quotation from Mrs. Ford, "It is astonishing to find how much children know, and how little.

Simple, pointed questions not alone about the less-common words of the lesson, but about every word, will bring out many ideas which need to be corrected, put thoughts where there were none, and give much pleasure to those who can answer correctly; and if the easy questions far outnumber the hard ones, so much the better, for while there may be no information given in the asking and answering of easy questions, the pleasure the children find in giving quick correct answers, trains them in ready speech, and tends to make them more earnest in seeking and retaining the few bits of knowledge which the teacher does impart.

It is worth while to study to please the children. In making our little questions in arithmetic it pays to remember that dolls, candy, and marbles, birds, roses, and pebbles, are pleasanter things to think about than pencils and pieces of chalk.

Children are very sympathetic. A whole class will brighten up at commendation bestowed on one of them, and it is equally true that a severe reprimand to one will bring a shadow over the whole school. So let us make our praises known, but let the reproofs be given as quietly as possible. Suppose a little carelessness manifests itself in the performance of gymnastics; the teacher may say "You are not doing this right, do so," or she may say "I like the way Herman is doing this." They will all immediately do as she wishes, probably, but in the one instance simply because they must, in the other, cheerfully and gladly.

Finally, the teacher who has not time to study the children and

"Find out for herself the way divine,"

will never know

"The struggle's priceless gains."

The happiness which comes from an approving conscience, from the love which flows from sixty childish hearts, the smiles that glow on sixty childish faces, and the growth of courtesy, integrity, knowledge, and industry visible in sixty forming characters, this is given only to the faithful.

ADELAIDE H. YOUNG.

SAYINGS OF SENECA.

SELECTED BY W. H. VENABLE.

I cannot think of Cato, Lelius, Socrates, Plato, without veneration. Philosophy is the health of the mind.

Great thoughts must have suitable expressions; and there ought to be a kind of transport in the one, to answer it in the other.

For esteeming any man purely on account of his rhetoric I would as soon choose a pilot for a good head of hair.

In the matter of reading, I would fix upon some particular authors, and make them my own. He that is everywhere is nowhere; but like a man that spends his life in travel, he has many hosts but few friends. The variety does but distract his head, and for want of digesting, it turns to corruption instead of nourishment.

There are many things worth knowing, perhaps, that are not worth the learning.

It is a great fault of our tutors that they teach their disciples rather how to dispute than how to live, and the learner himself is also to blame for applying himself to the improvement, rather of his wit than of his mind.

Every man takes notes for his own study. In the same meadow the cow finds grass, the dog starts a hare, and the stork snaps a lizard.

Good Lord, if men would but exercise their brains as they do their bodies!

It is for young men to gather knowledge, and for old men to use it.

The greatest actions of our lives are those we do in a recess from business.

I am never more in action than when alone in my study.

A man can never be weary of truth, but there's a satiety in error.

He that masters one vice may master all the rest.

EDITORIAL DEPARTMENT.

——About six pages of matter intended for this number, already in type, have been crowded out. This matter is made up of extracts from the school reports of the Hon. J: Eaton, Jr., R. W. Stevenson, and Dr. S: Findley, contributed editorials, etc.

——The National-Educational-Association volume for 1880 is a volume of nearly 400 pages, including the Proceedings of the Department of Superintendence at Washington in February last, published by the National Bureau of Education, which are bound in the volume. It will be sent to all life-members of the Association, as well as to the members for 1880. Others remitting to us $2 will receive the volume by mail, postage prepaid. Every student of education in the country should own the volume. It is full of valuable papers. It contains papers prepared by the Rev. A. D. Mayo, Edward A. Spring the Sculptor, A. P. Marble, W: H. Payne, Grace C. Bibb, C: Francis Adams, Jr., G. J. Orr, J: W. Dickinson, John Hitz, of Switzerland, W: T. Harris, (two papers), Edgar A. Singer, W: N. Hailmann, James McCosh, F. A. March, (two papers), J. L. Pickard, Eli T. Tappan, J. C. Gilchrist, G: L. Osborne, G: P. Brown, Mary W. Hinman, E. O. Vaile, Ellen Hyde, E. E. White, and J. M. Gregory, besides short speeches in discussions from Edward A. Spring, Mrs. Rebecca D. Rickoff, F. W. Parker, and J. W. Barker. These papers are those read at Chautauqua. The National Educational Association is now a body of representative men and its annual volumes are a great repository of current educational thought. Proceedings for 1865, 1866, 1873, 1874, 1876, 1877, 1879, and 1880 are for sale at the following prices respectively, 50 cts., 50 cts., $1.50, $1.50, $2.00, $2.00, $2.00, and $2.00. Any one taking a full set of these eight volumes, amounting to $12.00, will be entitled to them, by action of the Board of Directors, for $6.00 until the volumes on hand of any one year shall be reduced to 50. Here is a rare chance to supply Normal Schools or private libraries cheap. Applications should be made to W: D. Henkle, Salem, Ohio.

——We visited Columbus holiday week, and met there many teachers from different parts of the State. About forty were attending the State Examination, which was held December 28, 29, 30. Some were scanning school bills prepared for presentation to the General Assembly, and others as members of the Executive Committee of the Ohio Teachers' Association, were preparing a program for the next meeting, to be held June 28, 29, 30. It was decided to hold the next meeting either at Put-in-Bay or Columbus. The latter place will be selected provided that it shall be found that the hotels at Put-in-Bay shall not be found sufficient to accommodate the teachers. We also attended the Franklin-County Teachers' Institute, which was largely attended, there not being suffi-

cient seats in the lecture room for all the auditors. We hope to receive for our next issue reports of the holiday institutes held in the counties of Franklin, Guernsey, Muskingum, Jackson, Morrow, Monroe, Richland, and Tuscarawas (two days).

——BESIDES the forty teachers visiting Columbus holiday week for the purpose of being examined for State Certificates, we may mention T: W. Harvey, Col. D. F. De Wolf, E. T. Tappan, E. F. Moulton, J: Hancock, J. M. Goodspeed, J: C. Ridge, W. H. Morton, M. E. Hard, M. S. Turrill, J. H. Lehman, J. C. Kinney, M. R. Andrews, M. Manly, C: R. Shreve, W. W. Ross, and C: L. Loos.

——THE article in this number entitled "The Children" was read in Salem, in December, at a meeting of the Northern Columbiana-County Teachers' Association.

——The following letter explains itself:

OFFICE OF SUPERINTENDENT BRIDGEPORT PUBLIC SCHOOLS,
BRIDGEPORT, OHIO, Dec. 20, 1880.

HON. W. D. HENKLE, Dear Sir,—Your recent notice of the receipt of an Educational Directory from the Iowa Normal Monthly, reminds me of a promise made to myself and some friends at a recent meeting of the E. O. T. A., to write and ask you if, in addition to the interesting news and notes that now fill the columns of the Educational Monthly, we could not some month during the year, have such a Directory for Ohio. Also to call your attention to the Monthly Reports of the Graded Schools in the Iowa Normal Monthly.

Having taught in Iowa for some years, I can speak of the advantage of such reports for the purpose of comparison. Parents, pupils, and teachers may all be stimulated to more regular support of the schools, by being made to know just what is being done in other towns and cities.

These reports in Iowa were first published at the request of the State Association. A Committee prepared rules for calculating the averages. The rules were printed on the back of the blanks sent out once a year to the principals and superintendents. In this way accuracy and uniformity were secured.

Now Sir, in speaking thus to you, I have only given expression to wants felt by many of your readers, and realized most keenly by those who have been accustomed to having those wants supplied. Hoping that you will consider favorably, believing that such action will be to your interest directly and indirectly, and promising humble but cordial support in your great work, I remain, very respectfully,

T. E. ORR.

In answer to this we reply that we shall gladly comply with the request. It will be necessary for those who agree to furnish the items of monthly reports to agree upon what to report and the basis of the reports. We suggust to Mr. Orr that he take the matter in hand and as soon as he has secured the names of the Superintendents that will report through the MONTHLY let us know and decide in what month to begin. In order that we may have as full a list as possible of all the superintendents in the State, we request those interested to report to us the names of all the Superintendents they know of in their own counties or in those adjacent. It will be better to have the same name reported several times than to have any omissions. We shall class all teachers as Superintendents who have connected with them as many as two other teachers.

——THE following are letters alluded to last month in connection with the Holmes celebration in Cincinnati:—

BOSTON, November 20, 1880.

MY DEAR YOUNG FRIENDS—You are doing me great honor by committing some of my lines to memory, and bringing me so kindly into remembrance. If I had known how much was to be made of my verses, I should have been more thoughtful and more careful in writing them. I began writing and printing my poems at an age when many are far advanced in wisdom, but I was boyish and immature. And so it happens that some productions of mine got established in my books which I look upon now as green fruit, which had better been left ungathered. I can trust the keen intelligence of my young readers to discover which these were. After all it sometimes happens that youthful readers find a certain pleasure in writings which their authors find themselves to have outgrown, and shake their gray heads over as if they ought to have written like old men when they were boys. So if any of you can laugh over any of my early verses, unbutton your small jackets and indulge in that pleasing convulsion to your heart's content.

But I sincerely hope that you will find something better in my pages, and if you will remember me by "The Chambered Nautilus," or "The Promise," or "The Living Temple," your memories will be a monument I shall think more of than of any of bronze or marble.

With the best wishes for your happy future I am your friend,

OLIVER WENDELL HOLMES.

EDITORIAL ROOM SCRIBNER'S MAGAZINE,
743 BROADWAY, NEW YORK,
November 18, 1880.

John B. Peaslee, Esq.:

MY DEAR SIR—I am not well enough to write a poem for the Holmes anniversary, or sufficiently aloof from the distractions of business to write a letter worth your reading in public; but I should like to say to you, at least, how very warmly I admire the genius of the writer whose anniversary you celebrate, and how lively my sense is of the great pleasure his work has given to his countrymen. There is no writer, of either prose or verse, whose work is surer of preservation in the loving and admiring appreciation of the American people than that of Dr. Holmes.

He is a brilliant wit, a genial humorist, and something more and better than these. He is a true poet, and a most engaging social philosopher. To me his work seems more crystalline than that of any of his confreres. There is never, in any of his writings, any suspicion of padding. The essential elements, excluding all mixtures, and all foreign aid, and unnecessary material, assume, in his verse, a form which can only be characterized as crystalline—every angle, and facet, and point assuming their natural relations, and producing the effect of a creation discovered rather than invented. Some of his stanzas are so natural that we can not imagine how they ever could be written in any other way.

You are doing a good thing in making the children under your care acquainted with the work of America's brightest and best, and in teaching them to do honor to literature and the hearts and brains that produce it. For this every literary man owes you his thanks.

Yours very truly, J. G. HOLLAND.

CINCINNATI, November 22, 1880.

J. B. Peaslee:

DEAR FRIEND—Let me assure you that I am much interested in the Holmes anniversary celebration, to take place on the 3d of December.

There are special reasons why schools and school teachers should recognize a debt of gratitude to the "Autocrat," "Professor," and "Poet" of the "Breakfast Table." He has done much, as you justly remark, "to build up American literature." He has also done much to build up a noble ideal of American society.

Doctor Holmes may be ranked as an educational reformer, and his influence is none the less potent because exerted outside the usual agencies. His heart has never grown away from its school-day loves, and he never fails to sympathize with both teacher and learner. His scientific studies lead him to attach due importance to the physical basis of life, and to conceive a rational and beautiful

philosophy of human development in which both body and soul are certainly recognized. He is an expert in physico-spiritual analysis.

Delighting in speculative discussion, Doctor Holmes delights yet more in ascertained facts, and his theories are always ballasted with proof. His writings abound in wise, practical suggestions in regard to the conduct of the intellect and affections; even his novels convey invaluable hints and precepts on education.

Doctor Holmes is a sound moralist without being a moralizer. He exalts virtue by assuming her supremacy, not by proving it. He worships patriotism, thus teaching others his high esteem of it. He advocates religion by believing in it.

The versatility of this author is marvellous. He writes well on abstruse science, on metaphysics, and in varied departments of essay, fiction, and poetry. We love and honor Bryant from afar, repelled by the rumor that he was cold; we draw near to Longfellow and Whittier sure of a cordial welcome, yet with our mind turned to a pensive mood; we approach Lowell and Holmes not unprepared for laughter or tears. I am deeply grateful to Dr. Holmes because he opens the fountain of fun. That man is a benefactor who leads New England in a hearty laugh or even in a lively chuckle. The Puritan throat especially needs such exercise.

Your friend, W. H. VENABLE.

EDUCATIONAL INTELLIGENCE.

——FOUR boys graduated from the Pioneer High School Nov. 26th.

——THE Iowa State Teachers' Association met at Des Moines, Dec. 28, 29, 30, 1880.

——THE New Hampshire State Teachers' Association met at Manchester, Dec. 22, 23.

—— CALIFORNIA State Teachers' Association met in San Francisco, Dec. 28, 29, 30, 1880.

——THERE are now two teachers in the colored Public Schools of Washington C. H.

——SEVEN of the teachers in the Public Schools of Washington C. H., are graduates of the High School.

——VICK'S Floral Guide for 1881, contains 112 pages, and is beautifully and profusely illustrated as usual.

——MYTHOLOGY and General History have been added to the High-School Course at Washington C. H.

——THE Library of the National Bureau of Education now contains 10,000 volumes and 25,000 pamphlets.

——"HAPPY Songs," previously noticed by us will be sent to teachers for 10 cts. by Thos. Kane & Co., of Chicago.

——THE American Bookseller, Nov. 15, 1880, Vol. X., No. 10, was issued by the American News Company as a Christmas number. It was profusely illustrated.

——*St. Nicholas* is probably the best juvenile magazine in the world for the older class of children. Price $3.00. We club it with the *Monthly* at $3.90. We will furnish it alone at $2.65.

——IN Knox Township, Columbiana County, the teachers have been holding frequent institutes, meeting in different townships. The meeting Jan. 1, 1881, was in subdistrict No. 10.

—*The Western* appears in its January-February number with a new ornamented or symbolic title-page, and with a change in the color of the paper of the cover. The Western is a credit to western scholarship.

—THE Springfield Republic of Dec. 23, says, "Hon. W. D. Henkle's Ohio Educational Monthly is an accurate and complete record of the sayings and doings of Ohio teachers and a stout advocate of their interest."

—WE hope to see the time when school buildings will be connected by telephone lines. This is already done in some places, but the great telephone monopoly adopts a dear rental system that retards the spread of the use of telephonic instruments.

—THE previously-announced program for the meeting of the South-western-Ohio Teachers' Association at Batavia, Dec. 18, 1880, was as follows:—"School Pioneers," J: P. Patterson, to be discussed by Jas. K. Parker; Questions concerning Re-adjustment of Course of Study," discussion to be opened by A. B. Johnson.

—"THE Minister of Public Instruction in France has by a recent decree directed the establishment of teachers' associations, or, as he calls them, Pedagogical Conferences, in every canton or arrondissement. All teachers are required to attend. One half of their expenses is paid by the Government, the other half by the local authorities."

—THE previously-announced program of the Trumbull-County Teachers' Association for its meeting at Mineral Ridge, Dec. 18, was as follows: Inaugural Address by L. L. Campbell, to be discussed by the Rev. C. E. Locke; Question Box; "The Teacher and Pupil," L. T. McCartney, to be discussed by J. C. Barney. Mr. Barney was not present.

—GEN. Grant is writing an article for the February number of the *North-American Review*, advocating the Nicaragua Canal Scheme. The same number of the Review will contain a contribution by JUDGE TOURGEE, author of "The Fool's Errand," entitled "Aaron's Rod in Politics," and one by OLIVER WENDELL HOLMES, on "The Pulpit and the Pew."

—THE Clark-County Teachers' Association is announced to meet in New Carlisle, the third Saturday of January, 1881. A meeting was held in South Charleston, on Friday, Nov. 26. Addresses were made by John Holmes, J. B. Tuttle, President, Mr. Frank P. Davidson, J. A. James, the Rev. Dr. Kemper, Hortense G. Snyder (paper on "Our Liberators"), O. B. Trout, Rev. S. B. Smith, and Dr. Collins.

—THE London correspondent of the New-York *Times* writes as follows to that paper, under date of December 2:—"As an example of English good feeling toward American work, SCRIBNER'S MAGAZINE for November reached a sale of over 15,000 copies, a circulation larger than *Cornhill*, *Macmillan*, *Belgravia*, *Fraser*, *Blackwood*, or the *Contemporary*. * * The portrait of Gladstone in SCRIBNER has given great satisfaction to the premier's family and friends."

—A TEACHERS' meeting was held at Chagrin Falls, Nov. 27. About fifty teachers were present. W. L. Hayden presided. The exercises were as follows:—"Composition Writing," Miss A. J. Mead; "Primary Reading," Miss Alexander; "School Discipline," S. P. Merrill; essay, "Pri-

mary Reading," Mrs. W. A. Collins; essay, Mrs. Braden Clark. Messrs. Forbes, Putnam, Merrill, Chamberlin, Jackson, and Hayden engaged in the discussions. The citizens furnished in the High-School building a bountiful repast.

——The Warren-County Teachers' Association met at Lebanon, Nov. 27. W. W. Leonard's paper on "What shall our Pupils read?" was discussed by Messrs. Cunningham, Mitchell, Morrow, Price, and Bennett; Mr. Fritts's paper on "Penmanship in the Common Schools" was discussed by Messrs. Lukens, Cunningham, and Coleman; F. M. Cunningham's subject "Literature in the Public Schools," was discussed by Messrs. Graham and Bennett; J. Morrow presented the subject of "Mathematical Geography."

——The following shows the number of periodicals published in the world:—United States, 9,600; Germany, 5,000; Great Britain, 3,000; France, 2,500; South America, 1,150; Italy, 1,050; Austria, 1,000; Australia and Pacific Islands, 1,000; Spain, 950: Russia, 650; Canada, 540; Switzerland, 500; Sweden, 350; China and India, 300; Denmark, 350; Japan, 250; Norway, 250; Portugal, 250; Africa, 230; Mexico and West Indies, 150; and Turkey, 70; total, 29,040, more than half of which are printed in the English language.

——The townships of Newburg, Warrensville, Bedford, Solon, Orange, and Chagrin Falls held a teachers' meeting at Warrensville Centre, Dec. 18. This is the only one of the four districts established several years ago by the County Teachers' Institute that has kept up regular meetings. R. C. Smith, S. P. Merrill, W. H. Putnam, W: Lippert, Messrs. Mapes, Collins, Jackson, Harper, Cosgrove, Bregenger, Miss Bliss, and others participated in the exercises and discussions. Misses Mary Feig and Eva Heath furnished the music, and the ladies of Warrensville township, the dinner. Adjourned to meet Jan. 22, 1881, at Bedford.

——The following are some of the items in the report of the Canton Schools for 1879–80: Enrolment in Day Schools 2,453; Night Schools 174; total 2,627. Enumeration 3,761. Per cent enrolled in Day Schools 65; including Night Schools 70. Per cent of average daily attendance, based on average monthly enrolment 88. Total amount of tardiness for the year 902 cases, by 546 different pupils; 1,907 pupils had perfect record in punctuality. Twenty pupils graduated from the High School, 7 boys and 13 girls. Increase in attendance over previous years 311. Present enrolment indicates about the same increase for this year. There are now 52 teachers, not including the Superintendent.

——Last month we gave the program of the Eastern-Ohio Teachers' Association for the meeting in Barnesville, Nov. 26, 27. This program was followed out except that the President of Muskingum College was not present. The following persons not named in the program for that purpose took part in the discussions:—Messrs. Wood and Pratt discussed the Inaugural; Messrs. Morton, Matthews, Cox, Hitchcock, and Evans discussed "Hobbies," Mr. Mertz's paper; Messrs. Woods, Evans, and Cox discussed Mr. Matlock's paper; Messrs. Yarnell, McBurney, Hitchcock, Cox, and Pratt discussed Mr. Evans's paper on Latin. Officers elected:—

D. P. Pratt, Pres.; H. N. Mertz, Vice-Pres.; J. M. Yarnell, Sec.; J. McBurney, Treas.; and E. S. Cox to constitute with the other officers an Executive Committee.

——The following is the previously-announced program for the meeting at Marietta, Dec. 27 and 28 of the Association of Colleges of Ohio:—Address of Welcome by I. W. Andrews; Response by E. Orton; Inaugural Address, Pres. E. Orton; Social Greetings; "Present Conditions of Admission to the Course for the Degree of Bachelor of Arts, and the Minimum Course preparatory to entering College," I. W. Andrews; "Definition of the Degree of Bachelor of Arts, and a Statement of the Course of Study leading to this Degree," Judson Smith; "Definition of the Degree of Bachelor of Science and the Statement of the Minimum Course of Study leading to this Degree," A. H. Tuttle; "Place and Utility of Lectures in a College Course," Carroll Cutler; "Electives and their Relation to the College Course, W. F. Whitlock; discussions of Philosophy, Science, Language, etc., in Sub-Sections; "College Libraries and their Management," T. K. Davis; "College Discipline, its Methods and Penalties," J. B. Weston; Election of Officers.

——E. Truman of the Geauga-County Examining Board, writes as follows:—"In your November number of 'Ohio Ed. Monthly' there was an editorial article relating to examinations in Theory and Practice of Teaching. In reply I wish to say that in this county (Geauga) applicants for teacher's certificates have been known to fail on the 'Theory and Practice' list when they passed on the other branches. A resolution was unanimously adopted at the county institute two years ago, requesting the examiners to raise the standard of qualifications necessary to obtain a teacher's certificate. The standard has been gradually raised, and consequently some few teachers have fallen out of the ranks. But we think we see an improvement in our schools, and we know we have better-prepared teachers. The Board of Examiners believe it is necessary for the teacher to have a sufficient knowledge of Theory and Practice of teaching as well as a knowledge of the branches to be taught, and we shall insist on a satisfactory examination in the same."

——Education, No. II., (Nov. and Dec.)—This new Magazine, published by Mr. Bicknell, Boston, contains the following list of articles on education, valuable for all thoughtful readers: Results of Methods of Teaching; by Hon. J. W. Dickinson, Mass. Technical Training in American Schools; by Dr. E. E. White, Ind. The Quincy Method; by Hon. B. H. Northrop, Conn. The Renascence and its Influence on Education; by Rev. R. H. Quick, A. M., England. Schopenhauer on Education; Translated by Prof. Hall, Cambridge, Mass. Moral Training in Public Schools; by George Howland, A. M., Ill. Over a New Road; by Anna C. Brackett, New York. An Experiment in Reading Greek; by Prof. A. C. Merriam, Ph. D., N. Y. Object Teaching; by N. A. Calkins, New York. Learning or Training; by S. N. Fellows, D.D., Iowa. Editorials: Thomas Hughes and New Rugby; Education and Property; The Educational Side of Missionary Work; French Technical Education; Bibliography. Ohio Educational Monthly and Education $4.50. Education alone $4.00.

——We were not able to be present at the meeting of the Northeastern-Ohio Teachers' Association in Cleveland, Dec. 11. We have seen no report of the meeting. The *Cleveland Sunday Leader* is not brought to Salem. From the issue of Saturday we learn that the Friday-evening discussion on the High-School Course of Study was very interesting. Among those present at this evening meeting the *Leader* names Messrs. McMillan, Walters, M. S. Campbell, L. L. Campbell, B. A. Hinsdale, Parker, Comings, Sapp, Lehman, Moulton, Truman, and Harvey. It was decided to hold another Friday evening meeting before the next meeting of the Association, the second Saturday in February, and Dr. S: Findley was chosen to lead off in the discussion. The previously-announced program for Saturday was "Education and the Republic," Rev. J. M. Allis; "Training and Cramming," Alex. Jackson (formerly of Edinburgh University); "The Public-School System and Higher Education," Dr. Orello Cone; the discussions to be opened respectively by R. McMillan, A. J. Rickoff, and W: D. Henkle. B. A. Hinsdale was elected President for the next year.

——"The first meeting of the Teachers' Association of Fayette County, for the present year, was held at School Hall, Washington C. H., Nov. 13, 1880. The meeting was opened by President Roscoe Stinson, at 9 a. m. Devotional exercises were conducted by Prof. Ogan, of Jeffersonville; Address, by Prof. J. P. Patterson; Prof. Ogan followed with a paper on "Moral Culture." Next in order was a paper by Miss Alice Todhunter, subject, "Woman's Individuality." The paper provoked quite a lively discussion, opened by Colonel Maynard, followed by Prof. Worthington, Mrs. Von Buhlow, and Prof. Mark. Meeting adjourned until 2:30 p. m.

Afternoon Session—A. M. Jones read a paper on "Practical Ventilation." Some time was taken up in the discussion of the paper, after which H. H. Sanderson discussed the question of "Compulsory Education," showing the great need of it. Quite a lively debate followed, in which Messrs. Mark, Perdue, Miller, and Maynard took part. At the earnest request of the society, Prof. W. D. Gunning delivered a very interesting and instructive lecture on the "Glacial Epoch of the World's History." After deciding to hold the next meeting at Jeffersonville, the Association adjourned. Thus closed the first meeting for the year, and one of the most successful meetings the society has ever held."

——Under date of Salt-Lake City, Nov. 27, 1880, Prof. S. S. Hamill thus writes to us:—"It may perhaps interest you and some of your readers to know that in this far-off land I am meeting with great success in teaching elocution. Here as elsewhere I have been the people only need to have elocution presented to them systematically and scientifically to appreciate it. For the past ten years I have felt that the people would appreciate elocution, but I did not expect to live to see what I have seen, do what I have done. When two years ago I received ten thousand dollars for my year's work I thought that was certainly all a school teacher could do. It never occurred to my mind that in so short a time I should more than double that amount. Now I receive five hundred dollars a week for my work.

But I do not teach elocution for money. I am doing good, I love the

work, and the intelligent and cultured people appreciate my labors. Teachers everywhere see that this is a system that will be of practical advantage to every child in every school, and they study and adopt it.

In less than ten years I predict that elocution will be one of the essential studies in all our schools and colleges. I am only doing what others can do if they will work,—I do not mean the money, but the good. The harvest truly is great, but the skilful laborers are few."

Yours Respectfully, S. S. HAMILL.

—THE Warren-County Teachers' Association met at Lebanon, Dec. 18, 1880. F. T. Steddom's paper on "Elocution" was discussed by J. F. Lukens and R. M. Mitchell. The query box was reinstated in the program. R. M. Mitchell read a paper on "One way to teach Essay Writing." This paper was discussed by Messrs. Ludlum, Bone, Benbow, Austin, Morrow, Leonard, Coleman, and Mrs. Doty, the last giving her plan of teaching composition to small pupils. Adjourned to meet at Lebanon, Jan. 22, 1881. The points made in Mr. Mitchell's paper are as follows:—1st. That more attention is now given to penmanship, letter-writing, and composition than formerly. 2d. That in many of the rural districts more time is given to arithmetic than properly belongs to it, while little or no time is bestowed on literature. 3d. That the teacher who succeeds in producing from his pupil a neat, well-written letter or essay, after a week or even a month's effort, has taught more culture than is done in many schools in an entire term perhaps. 4th. That pupils should first be taught legible hand-writing. 5th. That special days should be set aside for letter-writing and composition. 6th. That history and biography can better be taught by essays than by the memoriter plan. 7th. That essay writing can be introduced into our schools by having an ordinary lesson written in Geography, History, etc., from a topic list previously arranged. 8th. That before writing an essay it should be outlined properly. 9th. That these outlines should be examined by the teacher before the pupils write from them. 10th. That the essay be examined by the teacher.

—"BUCKLE'S explanation of the decline of the spirit of religious persecution, was that in modern times faith had undergone an eclipse, and men could not bring themselves to persecute others into believing that whereof they were themselves skeptical. The inadequateness of this explanation of one of the most striking social phenomena of our time, is forcibly shown in the *North-American Review* for January, by Prof. John Fiske, who assigns a number of other causes that have been at least as influential in bringing about this most desirable result. First, there is the decline of the martial spirit and the greater devotion to pacific industrial pursuits. Then, as men rise in the scale of civilization, they are less disposed to be domineering. Finally, men in modern times have quite lost the sense of corporate responsibility—the belief that a whole community is liable for the offences of each individual comprised in it. These points are established with all the ingenuity of reasoning and wealth of learning for which the author is so distinguished. The other articles in this number of the Review are: "Controlling Forces in American Poli-

tics," by Senator Geo. F. Edmunds; "Atheism in Colleges," by President John Bascom; "The Ruins of Central America," by Désiré Charnay; "Partisan Government," by William D. Le Sueur; "Popular Art-Education," by Prof. John F. Weir; "The Limitations of Sex," by Nina Morais; "The Mission of the Democratic Party," by Senator William A. Wallace; and finally, a review of Recent Philological Works, by Prof. F. A. March. The Review is sold by booksellers and newsdealers generally."

——THE attendance at the meeting of the Darke-County Teachers' Association, Dec. 11, 1880, was quite large, there being over one hundred present in the afternoon. F. Gillum Cromer, of Union City, discussed the subject of the cube root in a way which showed that he was thoroughly familiar with his subject; he illustrated by factoring, by means of the algebraic formula, and with cubical blocks, the reason for the rule and his explanations were attentively listened to and well received. Orlando McCabe, of Palestine, read a "paper on school culture," which showed much thought and care in preparation and was well read. The paper advocated kindness and firmness on the part of the teacher in the school-room, proper attention on the part of the teacher to the opinion of pupils, but that the rules established in school should be obeyed by the pupils. Peyton Cromer, of Dallas, read a paper on the School-room which defined the duties of the teacher, his powers and responsibilities, and the obligations of the pupil in the school-room. The paper was valuable because it was practical, was distinctly read and listened to with marked attention. In the afternoon the Greenville Glee Club was present and sang several pieces with that artistic skill for which the club is celebrated. A vote of thanks was tendered them by the Association for the excellent music they furnished. Miss Minnie Garber, of Bradford, then read a paper on amusements for pupils in relation to success, which was composed with that care and precision in the use of words that is characteristic of her literary productions. The paper disclosed to the teacher his field of labor, encouraged him in his work, and pointed to the reward of patient, efficient labor.

J. T. Martz, of Greenville, read an essay on the *Mind*, dwelling particularly upon those faculties that more particularly come under the observation of the teacher. The paper spoke of the influence of habit; of the various methods of strengthening the memory, and that the little word "*Why*" furnished an opportunity to cultivate the reason. The powers of the mind were arranged in their natural order, viz—; 1st Perception, 2d Memory, 3d Imagination, 4th Reason, 5th Generalization. The conclusion was, that what is taught should have two objects, 1st value in discipline, 2d value in the knowledge acquired, and that teaching should have reference (1) to the capability of the child, (2) to the nature of what is to be learned.

E. P. Clemens, of Darke, read a paper on the pronoun which showed not only a familiarity with the subject, but an extensive knowledge of the sayings of the various authors upon the same. The paper disclosed the fact that authors not only *may* but *do* disagree in their methods of disposing of the *pronoun*, and we may add, this disagreement shows more of the ignorance than the wisdom of authors. The paper was inclined to good

nature and witticism and was well received. The thanks of the members of the Association were tendered the citizens of Greenville, who kindly furnished free entertainment to those present. Adjourned to meet at New Madison, second Saturday of January, 1881. COMMITTEE.

PERSONAL.

——G. W. Snyder is conducting a private school at St. Paris.

——O. W. MARTIN is Principal of the Wilmington High School.

——J. R. JACOBS is Principal of the Public Schools of Dungannon.

——H. R. WOODWARD is Principal of the Public Schools of Belmont.

——R. C. SMITH is Superintendent of the Public Schools of Bedford.

——MRS. MARIAN CROSS ("George Eliot") died in London, Dec. 23, 1880.

——S. P. MERRILL is Superintendent of the Public Schools of Wickliffe.

——T. S. ROSENGRANT has charge of the Public Schools of Hendrysburg.

——E: MERRICK is Superintendent of the Public Schools of Wilmington.

——S. S. ASHBAUGH is Superintendent of the Public Schools of Defiance, Ohio.

——MICHAEL CHASLES, the distinguished French mathematician, died Dec. 19, 1880.

——W. B. GREEK is serving his sixth year as Superintendent of the Pioneer High School.

——G: E. MILLER, who has been teaching at New Bremen, has entered upon the study of medicine.

——H. C. SPEER succeeds the Hon. Allen B. Lemmon as Superintendent of Public Instruction in Kansas.

——F. E. BURNETTE, of Connecticut, has accepted the Superintendency of the Public Schools at Houston, Texas.

——J. W. PATTERSON is the successor of C: A. Downs as Superintendent of the Public Schools of New Hampshire.

——MARY LAMBE, on account of ill health, has resigned her position as Principal of the Public High School of Sandusky.

——JUSTUS DARTT of Weathersfield, is the successor of Edward Conant as State Superintendent of the Public Schools of Vermont.

——R. M. MITCHELL, Superintendent of the Public Schools of Mainville, was caned by his pupils on Christmas with a gold-headed cane.

——HIRAM ORCUTT of Tilden Ladies' Seminary is now general manager of the subscription department of the New-England Publishing Company.

——D. P. PRATT, for several years Superintendent of the schools of Bridgeport, is now Superintendent of the Public Schools of Moundsville, W. Va.

——F. A. MCCREARY, formerly of Ohio, but for the last three years Superintendent of the Public Schools of Bismarck, Dakota, has resigned, on account of ill health.

——Bell Archer is Superintendent of the Public Schools of Carlisle. He has just been appointed one of the Noble County Examiners in place of A. J. Spriggs resigned.

——T: A. Pollok, Superintendent of the Public Schools of Miamisburgh, made a present of Venable's Teacher's Dream to each of the nine teachers associated with him.

——The Hon. A. S. Kissell, formerly State Superintendent of Iowa, "is now," says the *Central School Journal*, "secretary of a silver mining company, doing business in Utah.

——Francis Trevelyan Buckland, author of "Curiosities of Natural History," died recently. He was born at Oxford in 1826. He was son of the noted Dr. W: Buckland, the geologist.

——Anna M. Nutting, of Kent, on the anniversary of her birthday, Nov. 30, was presented by her fellow-teachers at a surprise party with a very handsome silver, gold-lined cake basket.

——R. L. Miller, Superintendent of the schools of Carey was married on Dec. 21, to Miss Flora Teagarden of Salem, a former pupil of the High school. We wish the pair unalloyed pleasure.

——Emma Paddock, of Hamilton, Ohio, has been elected Principal of the Sandusky High School. Salary $1.000. Miss Paddock was, before going to Hamilton, Principal of the Norwalk High School.

——G: B. McElroy has resigned the Presidency of Adrian College, Mich., and the Rev. M. B. Taylor, a pastor of Adrian, chosen his successor. An Ohio man was talked of for the expected vacancy.

——John M. Bloss, Superintendent of the Public Schools of Evansville, succeeds the Hon. J. H. Smart as Superintendent of Public Instruction in Indiana. Mr. Smart has served three or four terms of two years each.

——The Rev. W: F. Lehman, President of the Capital University, died at Columbus, Dec. 1, of cancer in the right jaw. He was connected with the University thirty-four years, twenty as President. He was born in 1820.

——T. J. Sanders, Principal of the school at Edon, has circulated among his pupils a tobacco pledge, not to use tobacco in any form, and has secured 23 young gentlemen as signers, of whom 14 have heretofore used tobacco.

——W: H. Wells, of Chicago, has within the last forty years collected over 900 English-Grammars, and he knows the titles of about 400 that he wants to obtain, about 200 British, 75 American, and 120 in other languages.

——Prof. Felix Heikel, of the University of Helsinfors, Finland, who attended the Ohio Teachers' Association at Put-in-Bay a few years ago, has been appointed Principal of a Commercial School to be established at Brahestad.

——Mrs. F. W. Case, now a resident of Worthington, but for many years connected with the Public Schools of Columbus, has retired from school work. Her retirement will doubtless be characterized by *otium cum dignitate.*

——A. H. BAILEY, formerly a prominent Ohio teacher, about thirty years ago County Superintendent of Ashtabula County, is now proprietor of a nursery at Rantoul, Ill. He has been recently elected a member of the Illinois General Assembly.

——SAMUEL FINDLEY, once editor of an educational periodical in Pennsylvania, and also for a time prominently connected with educational work in Ohio, is now preaching at Somerville, Ohio. He has written many short articles on Natural History under the *nom de plume* "Uncle Samuel."

——W: HILL, of Dennison, died of congestion of the lungs, December 24, 1880. He was born in Connecticut, Nov. 28, 1823. He had been Superintendent of the Public Schools of Canal Dover, New Philadelphia, Port Washington, and Dennison, all in Tuscarawas County. He was one of the chief contributors to Educational Notes and Queries.

——E. E. BARNEY, LL. D., died at his home in Dayton, December 17th, 1880. He was born in Adams, N. Y., October 14, 1807. He graduated at Union College, New York, in 1831, and became a resident of Dayton. He was for a number of years Principal of the Cooper Female Seminary in that place. For the last thirty years he has been a member of a firm in Dayton engaged in the manufacture of railway cars.

——E. O. VAILE of Chicago, has started at Chicago a neat semi-monthly entitled the "Illinois Schoolmaster." The first number contains sixteen pages, including advertising. Its form is that of a small two-column quarto, the size of the page being 20 by 16 centimeters. It is not to be published in July and August, thus making twenty numbers in a year. Price $1.50 a year. Mr. Vaile is a vigorous educational writer, and will make a lively periodical. His address is 46 Madison Street, Chicago, Ill.

——S. R. WINCHELL has retired from the control of the *Educational Weekly* of Chicago. He has struggled nobly amid the financial difficulties that arose in the establishment of a weekly by the purchase of six or seven monthlies published in several different States. We are glad to learn that he has been paid in full. His successor is J. Fred. Waggoner the publisher of the *Western Educational Journal*, in Chicago, a periodical that failed to come to us after the first number. It seems to have been a kind of advertising journal for Mr. Waggoner's business. It is said that Mr. Waggoner has the financial ability to sustain the *Weekly*.

INSTITUTE.

"CUYAHOGA CO.—Place, Brecksville; time of beginning, October 18th; duration, one week; enrolment, 163. Instructors and topics: Thos. W. Harvey, Grammar, English Composition, and Reading; W. S. Hayden, School Management; R. C. Smith, Geography; S. P. Merrill, Primary Grammar; Alex. Forbes, Arithmetic. Evening lecturers and subjects: Rev. R. M. Davies,—"William Wilberforce"; T. W. Harvey, "Climate and Time," "Ohio School System"; Hon. J. J. Burns, "The Boy and Man."

BOOK NOTICES.

THE ORTHOËPIST: A Pronouncing Manual, containing about Three Thousand Five Hundred Words, including a Considerable Number of the Names of Foreign Authors, Artists, etc., that are often mispronounced. By Alfred Ayres. New York: D. Appleton & Co.: 1880. Pages 201.

This neat little book is a valuable contribution to orthoëpy. It deserves a careful reading. Teachers, who are to a great extent guides as to the pronunciation of words, should make an effort to know what is the best usage. The author in imitation of Walker, makes numerous comments on words that have a special orthoepic history. Some of his criticisms of the dictionaries are very just. For instance he says "The dictionaries say that the penultimate *o* in such words as *declamatory, migratory, inventory, matrimony, dedicatory, derogatory, natatory, category, parsimony, piscatory, postulatory, prefatory, preservatory,, territory*, etc., etc., is or should be pronounced like short (ŭ) or obscure (u) *u*; that is, like *o* in *major, actor, factor*, etc. Is this true? * * * It is safe to assert that it is only those specially schooled to slur this *o* who pronounce it according to the dictionary marking. * * " It is said that "Alfred Ayres" on the title-page of this book is the pseudonym of a distinguished elocutionist of New-York City. Is it Vandenhoff?

NATIONAL KINDERGARTEN SONGS AND PLAYS. Written and compiled by Mrs. Louise Pollock, Principal of Kindergarten Normal Institute, *Washington, D. C.* Boston: Henry A. Young and Company, 13 Bromfield Street. Pages 77.

Sixty-six of the songs are accompanied by the music, these closing with the 56th page. The rest of the book is, strangely enough, headed "Prose," though mainly filled with verses. The first nine songs are "Opening and Closing," the next six are "Songs for Marching," the next four for "Gymnastic Games," the next seven for "Ball Games," the next twelve are "Songs and Plays illustrating Nature," the next fifteen are "Songs and Plays illustrating Trades and Industries," the next seven are "Conversational and Moral Songs," the next six are "Arm, Hand, and Finger Plays and Songs," and the remaining fourteen exercises without music are headed "Prose," as above stated.

BOOKS AND READING FOR THE YOUNG. A Reprint from the State Report. By James H. Smart, Superintendent of Public Instruction, State of Indiana. Indianapolis: Carlon & Hollenbeck, Printers and Binders. 1880. Pages 87. Paper sides.

After the Introduction the following topics are discussed:—"On Bad Literature;" "Public Libraries;" "What can be done by the Teacher;" "The Responsibility of Parents;" "The Use of Reference Books," by Miss Mary W. Hinman; "History Clubs and Reading Circles," by Mrs. Mary Wright Sewall; "How to Read and What to Read," by Mrs. Lucius B. Swift; Books and Reading," by the Rev. O. C. McCulloch, and "Oral Lessons in History," by W: T. Harris. In the discussion of the first three topics quotations are made from Noah Porter, Prof. W: G. Sumner, Prof. Robert C. Metcalf, Prof. W: G. Atkinson, C: Francis Adams, Jr., Prof. W: A. Jones, and Prof. G: P. Brown. Under the fourth topic four lists of books are given prepared respectively by Mrs. L. B. Swift, O. C. McCulloch, J: S. Irwin, and A. W. Tyler.

OUR AMERICAN HASH. A Satire. In Prose and Verse. By John M. Dagnall. Author of several Epic, and other Lyrical, National, and Narrative Poems. Illustrated. New York: Published by the author. 1880. Pages 111. Paper sides. Price 25cts.

If any of our readers are searching for a book superlatively flat, we recommend this as just suited to their wants. The author's post-office address is P. O. Box 153, Brooklyn, N. Y.

THE UNIVERSAL GRADED GRAMMAR BLANKS. To be used with or without any series of Grammars. No. 1. Orthography and Etymology. No. 2. Etymology and Syntax. No. 3. Analysis and Composition. New York: Daniel Slote & Co. 1880. Price $2 a dozen.

Each book contains 24 rules and printed pages. The object of these books is to combine practice with theory in the study of English Grammar, and to furnish a means for exercise in composition. Sentences are first presented containing suitable examples selected by the teacher or pupil, which the pupil classifies under proper headings. The knowledge thus acquired serves a basis for the construction of original sentences.

HAND-BOOK OF SELECT SENTENCES, to accompany the Universal Grammar School Blanks. With Suggestions for their Use. By Wm. Harkins. New York: Daniel Slote & Co. Pages 37. Price $1.60 a dozen.

This little book is covered with press board.

A GRAMMAR-SCHOOL WORD-BOOK AND ETYMOLOGY. A Graded Selection of Miscellaneous Words, and a Full Exposition of Suffixes, Prefixes, and the Most Important Latin and Greek Roots. By Edward Althaus. New York: Daniel Slote & Co. 1880. Pages 68. Price 25cts, specimen copies for examination, 20cts.

This little book, which has been adopted by the Boards of Education of New-York City and Brooklyn, is not a spelling-book, but a graded arrangement of all those common words that are commonly misspelled. The words are numbered, and very improperly are all made to begin with capitals, thus making no distinction between proper and common nouns.

OUTLINES OF U. S. HISTORY. A Handbook of Ready Reference for Students, General Readers and Teachers. By R. Heber Holbrook, Associate Principal, National Normal School, Lebanon, Ohio. Danville Ind. J. E. Sherrill, Proprietor. Pages 107. Price 75 cts.

These outlines are not intended to be memorized but merely as *aids* to the memory. The object of the author has been to present particular events in their general relations. He divides the history into three great eras and nine great periods. The first era is "Origination"; the second, "Nationalization"; and the third, "Reformation". The nine periods are Explorations, Colonization, Consolidation, Separation, Organization, Federalization, Agitation, Emancipation, and Reorganization. The book can hardly fail to be an excellent aid in refreshing one's memory of history or fixing it in the memory.

EASY EXPERIMENTS IN CHEMISTRY AND NATURAL PHILOSOPHY. For Educational Institutions of all Grades and for Private Students. By G. Dallas Lind, Danville, Indiana: J. E. Sherrill, Proprietor. 1880. Pages 102. Paper sides. Price 40 cts.

The object of this book is to indicate experiments that students may perform without the aid of costly apparatus. We approve highly of all attempts to lessen the amount of costly apparatus necessary for school use.

SCRAP-BOOK RECITATION SERIES. No. 2. By H. M. Soper. Price 25 cts. Chicago: T. S. Denison: Pages 110. Paper sides.

This is a miscellaneous collection of prose and poetry, for recitation and reading, designed for schools, home and literary circles. The whole number of selections is fifty-two.

A SHORTER COURSE IN ENGLISH GRAMMAR AND COMPOSITION. By W. H. Wells, A. M., Author of "School Grammar," and "Graded Schools." New York and Chicago: Ivison, Blakeman, Taylor, and Company. 1880. Pages 185.

In this book, analysis is made subordinate to synthesis, and great importance is attached to the art of conversation, and to exercises in written composition. Diagrams are used to make visible the relations of words. There are exercises in tracing the grammatical connection of words in sentences. The author says the book may properly be defined as "A Book of Progessive Exercises in Speaking and Writing English, accompanied by a constant Application of Principles, and rules by which the Language is governed." There are some strange things in the work, that is, strange as coming from Mr. Wells, whose grammatical reading has been very extensive. One is the calling *am*, in the expression or clause "If I am," in the subjunctive mode, and another is the calling of *may hear* present or future. There is just as much propriety in saying *go* is in the future tense in "I intend to *go* to-morrow," and in the past tense in "I intended to go yesterday." Our recollections of Wells's School Grammar are pleasant, for we taught it more than thirty years ago. Mr. Wells was Superintendent of the Public Schools of Chicago, for a number of years, and afterwards, we believe, for years President of the Board of Education in that city.

SHAKESPEARE'S TWELFTH NIGHT: Or, What You Will. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in the Boston University, Boston: Ginn and Heath. 1880. Pages 175.

Twenty-three pages addressed to teachers, shows "How to Use Shakespeare in School." The Introduction fills twenty-five pages, and the critical notes thirteen, prepared with the editor's usual acumen.

THE ELEMENTS OF ARITHMETIC; comprising Oral and Written Work, adapted to the best Mode of Instruction for Beginners. By James S. Eaton, and W: F. Bradbury. Boston: Thompson, Brown, and Co. Pages 200. Introduction price 25cts and exchange and examination, price 18cts.

This book, which is profusely illustrated, combines oral and written work throughout. Decimals as far as thousandths are taught with integral numbers in order that the pupil may be able to comprehend U. S. Currency as far as mills, before studying decimals at length. Very few rules are given, and abstract explanations of principles are generally omitted.

The Western Agent is Thos. H. Bush, 70 Metropolitan Block, Chicago, Ill.

HOW TO KEEP BOYS ON THE FARM. By George D. Hunt. Published by the author. Salem, Ohio: 1880. Pages 47. Price 20cts.

The titles of the four chapters of this little brochure are "Choice of Business," "The Dignity and Independence of Farming," City and Country Life compared," and "Errors and Delinquencies of Parents."

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER:

FEBRUARY, 1881.

Old Series, Vol. XXX, No. 2. Third Series, Vol. VI, No. 2.

SOME NEGLECTED BRANCHES OF EDUCATION.

Since the days of Kant, the great German metaphysician, philosophers have commonly divided the human soul into three members: the Intellect, the Sensibility, and the Will. The first is the faculty of knowledge, the second the faculty of feeling, the third the faculty of choosing. What a man *knows*, he knows because he has an intellect; what he *feels*, he feels because he has a sensibility; what he *chooses*, he chooses because he has a will. These divisions are subdivided, as the intellect into perception, outer and inner, representation, including memory and imagination; reasoning, etc.; but with these we are not here concerned.

These several faculties are developed and strengthened by appropriate activity; the Intellect by acts of knowledge; the Sensibility by acts of feeling; the Will by acts of choice and volition. The world is the school in which this broad and comprehensive education goes on. In part it is direct, in part indirect. Part of it comes from the conscious and intentional study of books for that end; another part from association with our fellows when education is not at all in view. Reading is an educator; so is study in the school sense; and so are bargaining, playing, quarrelling, listening, talking, and every other kind of mental activity, whether it be as frigid as science or as hot as anger.

Thus far the education of the intellect is the education that has most occupied the attention of the world. If men were left, without schools, to the experience of life, to their business and to contact with the world, they would get a considerable intellectual training, to a certain extent—the power of observation and judgment would be quickened, the memory strengthened, and the thinking-power developed. But this would be wholly inadequate to a civilized state. Very early, therefore, in the history of progress, men create schools in which intellectual education is furnished. To some extent, too, these schools educate the other faculties of the soul. Besides, schools for moral and religious instruction, which looks to the feelings and the will rather than to the intellect, are also organized. Now, it so happens, that no school can exist that calls out a single faculty. There may be one scholar and one teacher, but the relation of the two will influence feeling and choice. Or if a student shuts himself up with the dryest book in the coldest chamber, he can not exclude the elements of emotion. A lesson and a class in mathematics call out the will and the sensibility; on the other hand, the most direct appeals to the feelings and to the will must reach their destination by way of the intellect. But, generally speaking, it must be said that what is commonly called a school is primarily a place of intellectual education. That is the direct and conscious purpose for which it is organized; and the training of the sensibility and the will comes indirectly, and is often overlooked altogether.

We hear much of the science and the art—the theory and the practice—of education; and what people who use these expressions have in their heads is intellectual education. We hear much, of course, of study and methods of instruction; and everybody understands that these phrases have reference to intellectual results. Who ever heard of a school for the feelings? Who ever saw a course of training for the will? I do not say that such schools would be useful, but I do say, if not, only one man in a thousand can say why not. And the inability of the nine hundred and ninety-nine is owing to the relatively slight attention that these branches of education have hitherto received. In such a community as Ohio, nearly every parent has asked, "What shall I have my child study?" The question looks to an intellectual preparation for the future. But what proportion of these have ever even asked the ques-

tion, "What training does my child need, that its temper, its faith, its hope, its patience, its courage, its independence, or its resolution may be properly educated." Of course, the majority of these people do a great deal for their children in some or all of these ways; this they do by correcting bad habits and encouraging goodness; but, generally, they work without the guidance of any general ideas, and often in the most inconsistent and fitful manner. The fact is, these branches of education are, in a large measure, left to facts and forces that exist and play for a wholly-different purpose. Nature (including human society and life in the term) does the work, and perhaps as well as parents without ideas could do it. Were the question, "How stiffen a limber will?" or the question, "How check a headlong hope?" put them for answer, they would be dumbfounded. These questions, and many others like them, are indeed discussed in the books of the philosophers; but there has been next to no popular discussion of them. Even the school text-books on Mental Philosophy often embrace only the intellect. But that all these subjects lie without the field of educational science, is well known to every man who has given them careful attention; and there is no reason inhering in the subject-matter why we should not have a popular theory and practice that shall embrace them. If any one be curious to know why our common science of education includes no more, he may find the information in the relatively-undue estimate now set upon intellectual prowess and education. "At first," says Dr. Mark Hopkins, "men worshiped strength of body, physical energy. The man who had the greatest power of muscles was the hero. The next step is the worship of intellect. Disputants and intellectual prize-fighters become heroes. Great debaters, pleaders, orators, writers, become the great men, irrespective of character. This is our present state. No nation has got beyond this. No doubt the time will come when this state of things will be looked back upon as we now look back upon the ascendency of force."

The above are old and maturely-formed thoughts of mine. I am stimulated to set them down here by a new book that I have not read: "Self-Culture: Physical, Intellectual, Moral, and Spiritual: a Course of Lectures by James Freeman Clarke." Among the twenty-one titles, I find these: "The Imagination," "Education of the Conscience," "The Organ of Reverence, and its Cultivation," "Education of the Temper," "The Education

of Courage," "Education of the Will," and "Education of Hope." These are common things, but not common topics. No doubt Dr. Clarke's religious philosophy will appear plainly enough in some of them; but no man who knows his habits of observation and reflection and his literary ability will question that the book is worth reading. Most of these lectures, I intend to read, but before doing so I wish to thank their author simply because he has discussed them. One of them I have read already, "Education of the Will." I shall conclude this paper with noting two or three points in the discussion.

Will is not wholly a matter of organization and temperament: there is an educated, created will as well. "Strength of will is the power to resist, to persist, to endure, to attack, to conquer obstacles, to snatch success from the jaws of death and despair. It is the most vital element in character. It is essential to excellence; for of him who has no will it must be said, 'unstable as water, thou shalt not excel.'" "Self-reliance, self-restraint, self-control, self-direction, these constitute an educated will. If the will is weak it must be taught self-reliance; if it is wilful, it must have restraint; if it is violent, it must have self-control; if it is without any true aim, it must be educated to self-direction." "The two diseases of the will are indecision or weakness of will, and wilfulness or unregulated strength of will. The cure for both is self-direction according to conscience and truth." He says: "Weakness of will, or indecision, arises from different causes. One is a disproportion between the ideal and the practical faculties. This is best shown in Shakespeare's Hamlet. He is unable to decide, because he has too many ideas together in his mind. A man who sees only one thing, easily makes up his mind. But one, who, like Hamlet, sees both sides of every subject, often can not decide to take either side. Is the ghost really his father's ghost, or is it not a false demon sent to lead him astray? He can not decide. Does it bring airs from heaven or blasts from hell? Is its intent evil or charitable? Impossible for him to make up his mind. This is the disease of excessive mental education, when the intellect is cultivated out of proportion to the active powers. The natural cure for this is action, work, daily returning duties, which must be done, about which there can be no hesitation, no delay."

"Another source of weakness of will is a defect in the power of concentration; inability to fix the mind on one subject, and

to hold it till it is done." This is illustrated, and one remedy given, in an anecdote that I have not before seen: "There is an anecdote related of himself by Alfieri, in his very interesting autobiography, describing the way in which he compelled himself to keep at work. Being very fond of horses and of riding, he often left his desk and writing to take an excursion. No matter what resolution he made, the temptation of a fine day was too strong to be resisted. So he directed his servant to tie him in his chair, and to fasten him by knots he could not himself loosen, and then go out of sight and hearing for a certain number of hours. Thus Alfieri was obliged to keep at his desk. He adds, that to avoid the ridicule of his being found by chance visitors thus fastened, the servant covered him with a cloak before departing. Thus the higher nature conquered the lower." B. A. HINSDALE.

THE SCHOOLS OF SCOTLAND.

EDINBURGH, SCOTLAND, December, 1880,

Editor of the Ohio Educational Monthly:—

Would a word or two about the schools of Scotland and England interest your readers? I find that the public schools are not really free schools. Every child, whose parents may be able, is expected to pay a tuition; this tuition varies with the age and advancement of the pupil. For three children ranging from six to eleven years, pursuing such studies as they ordinarily would in America, the parents would pay five dollars annually, and are at the usual expense of books and supplies besides. In the villages and parish districts where parents are not able to pay the tuition, it is paid for them by the parish board, *i. e.*, they are immediately classed with the paupers. In the cities such children are allowed tuition, but generally in a charity school. The rich and poor do not share the school privileges as in the United States, and you do not find the son of the banker and the son of the poor laborer in the same class. Sewing is taught one hour each day in all the schools, to the girls. While visiting one of the schools, when the girls all rose and went into the sewing-room, I asked the teacher what he did with the boys during this hour. He replied that most of them needed the extra hour to bring them up with the girls in the regular branches; those who were already up did extra work in mathematics. The materials for

the sewing are furnished by the Board; the manufactured garments can be purchased by the pupils or patrons at the cost of materials, and so rapidly are they taken up that it is difficult to keep a sufficient supply for the inspector when he examines the school. Once a teacher, always a teacher is the rule in Scotland. Indeed that is true of all work here; you cannot shift from one thing to another here as in America. I met a teacher who is receiving 3000 dollars per annum; he desires to leave the profession, and as he can not do any thing else here, he naturally has turned to America, and will emigrate shortly. There are advantages and disadvantages growing out of this which I cannot now stop to enumerate. When a person desires to become a teacher here, he is first apprenticed to a regularly-trained teacher, given charge of a limited number of pupils under his superior's direction; he is paid a very meagre salary, but is usually allowed several hours instruction in regular branches each week. He must serve as an apprentice two years, then spend two years more in the Normal School. He is examined during his apprenticeship, and course in the Normal seven times, and when he receives his certificate it is for life. He is then in the profession the same as a lawyer, a minister, or a physician. Would not we do well in taking this last feature into our own system? The granting of a certificate for six or twelve months and then re-examining the teacher and granting him another six months, is not only humiliating to the teacher, but is degrading to the profession. The schools of Scotland are superior to those of England, but both are inferior, in most respects, to the schools of even our most western States. The Scottish schools are superior in one feature, certainly in that they pay much more attention to literature. In one school I found boys from eleven to thirteen years of age reading the Comus of Milton with marked intelligence; in another the girls were reading Goldsmith's Deserted Village with a hearty appreciation; and in still another they were studying Shakespeare. History is everywhere taught, and I am sure this has something, nay everything, to do with Scottish intelligence, particularly concerning the history of their own country. In every school, one hour is given each day to Scriptural reading and religious instruction. This is not obligatory, and Catholic and other dissenting children are allowed to withdraw if they wish. I must not be interpreted in favor of special religious instruc-

tion in the public schools, *i. e.*, the religion of any particular creed, for I am not, but we are all aware how the Hebrew scriptures are interwoven with our history and our literature; that no one can afford to be ignorant concerning them; and, apart from any question of religion, I am sure that this exercise in the public schools goes largely toward giving the Scottish youth a genuine taste for pure and good literature. The memorizing of special verses is good enough in its way, so also is the study of here and there a production from miscellaneous writers, but what we want, and what we must have is a careful reading and study of the few special authors who alone are worth the time and effort; and this the Scottish schools have.

O. P. KINSEY.

HORACE MANN.

[The following address was delivered to the Senior Class of the Toledo High School, December 23, 1880, by Sup't John W. Dowd. For particulars see Educational Intelligence.—*Editor.*]

Young Ladies and Gentlemen:—In honoring Horace Mann to-night, you have honored yourselves. And now, I trust that the thoughts and sentiments you have uttered will leave more than a temporary impression upon your minds. Rather let them sink into your hearts to be seen in your lives, growing with your growth, and strengthening with your strength.

In a certain City in the southern part of the State, at one time, the dreaded disease of small-pox was prevalent. A minister in order to protect his little son from its ravages, had him vaccinated. The little boy was given to understand that if it "took" he was safe from the disease. Day after day he would present his arm to some of the older members of the family with the anxious inquiry "Has it taken?" At last he was answered in the affirmative, and rested from his excitement in joy and peace.

A few days afterwards some children were brought to the parsonage to be baptized. The little boy was a curious observer of the ceremony, and when the children were taken away, he inquired the significance of the rite. His father explained it as well as possible, although not quite to his comprehension, and said among other things that, having been baptized, the children ought to lead good and pure lives. Meditating for a few moments the boy said, "Papa, was I ever baptized!" The father replied that he had been, in the days of his infancy.

Then musing for a little while, evidently with the thought of vaccination in his mind, he said, "Well, papa, did it take?"

As I listened to you uttering the noble sentiments of Mr. Mann, I asked myself the question, "Will they take?" Too many people, too many young people, do homage to grand and noble thoughts with their lips only, putting them far away from their hearts.

A love for such men as Horace Mann, a taste for such things as he has written, will preserve you from the corruption worse than any that can come from mere bodily disease. It is said that if an acorn be divided into two equal parts in a certain way there can be seen in its heart a miniature of the oak into which it would have grown, and I have pleased myself to-night by believing that these seed-thoughts from Mr. Mann, sinking into the fertile grounds of your lives, will grow naturally into the strong and beautiful oaks of integrity, philanthropy, and purity.

One of the strongest traits in Mr. Mann's character was his love of truth. He evidently believed with the sacred writer, "Great is truth and mighty above all things."

According to Mythology, Antæus, the celebrated Libyan Giant, was invincible so long as his feet remained in contact with the earth, the source of all his strength. But Hercules, learning the secret of his mighty power, lifted him high in air and crushed him in his giant arms.

Let me leave you with this thought: A life, so long as it takes root in the love of truth, is invincible by any force that can be brought against it.

The God of untruth is the only power able to separate it from the source of all its strength, and crush it in ignominious defeat and death.

CELEBRATION OF WHITTIER'S BIRTHDAY AT WEST LIBERTY, OHIO, DEC. 17, 1880.

We omit the interesting program, but present the following poem, prepared for the occasion by a fourteen-year-old girl, and the letters to which it gave rise:

JOHN G. WHITTIER.

O! if I could only tell you
Of this poet and his fame,
Of his sweet and lovely poems
That have won him his great name;
Like a deep and shining river,
Flowing to the ocean's tide,
Are his deep and earnest poems,
Flowing through the land so wide.

In his "Snow Bound" "Songs of Labor,"
And his other poems too,
Every word and line used in them
Had a noble aim in view.
He is in "Life's bleak December,"
And his youth has long since gone—
Only think how great the number
Of the laurels he has won.

Best of poets! need we crown thee
With the crown that thou hast won?
No! that gift is not for mortals,
But for God, the Holy One;
But we love thee, poet, love thee,
For the good that thou hast done,
And we'll pray for greatest blessings
From the Father and the Son.

The above was sent by Sup't Search to Mr. Whittier, who replied as follows:—

Danvers, Mass., 12th Mo. 15, 1880.

My Young Friend—Anna Pittenger.

The Superintendent of the public schools of West Liberty has been kind enough to send me some lines of thine in commendation of my writings, which I shall prize as the honest appreciation of one who would not say what she does not feel. With thanks and a great many good wishes for thy welfare and growth in all good things, I remain your sincere friend,

JOHN G. WHITTIER.

Another letter read:— Amesbury, Mass., 11th Mo. 4, 1880.

Dear Friend—P. W. Search.

I shall be pleased if thy students find any thing to please or instruct them in my writings. I hope, at least, that they will, in some degree, enter into sympathy with my love of simple things, of homely joys and natural beauty; and my hatred of discord, intolerance, and oppression. With every good wish for them, I am thy friend,

JOHN G. WHITTIER.

DICTATION DRAWING.

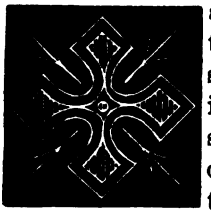
BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. VII.

Designs and Dictation exercises worked by pupils nine years of age and upwards, can frequently be made more pleasing and effective by the addition of shading, or, as it is more properly called, tinting. The tinting may be done in various ways. First, it may consist of parallel lines about a sixteenth of an inch, more or less, apart. By varying the distance between the lines, as well as by increasing their blackness, the tinting can be made light or dark. The lines may be either horizontal, vertical or oblique, but in any given unit should be equidistant and equally black to give perfect flatness. Second, the tinting may consist of two sets of lines oblique or perpendicular to each other. If oblique to each other, the first set may incline at forty-five degrees, the other being horizontal or vertical. This is called cross-hatching. Third, there may be several sets of lines, each oblique to the preceding one, and making little diamond-shaped forms, the last set being either vertical or horizontal. This also is called cross-hatching. Fourth, the tint may be rubbed in. With the knife scrape off on a scrap of paper, some lead dust from the pencil. Take a piece of chamois skin or a piece of a kid glove, wrong side out, put this over the end of the fore finger or slate pencil, and rub it in the lead dust; try it on a scrap of paper to see that it does not make too black a surface, then rub it on the parts of the design to be tinted. The tint should be even and flat. Fifth, if a very dark tint is wanted, and the third method is objectionable for the purpose, it can be rubbed in with the pencil point. The surfaces so tinted should be small, and the pencil not too soft, as it is difficult to make it even and flat, and it easily rubs off upon other parts of the design.

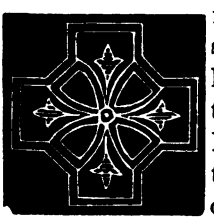
The tinted and untinted surfaces should be distributed evenly over the design. Neither the one nor the other should unduly predominate. Tinted and untinted surfaces should alternate, that is, no two juxtaposed surfaces should be tinted, at least they should not be tinted alike. All tinted surfaces should be bounded by a line darker than the tint.

Exercise XXI. Draw a four-inch square, and its diagonals



and diameters. Connect the ends of diameters by oblique lines, forming an inscribed square. Divide the sides of inscribed square into four equal parts. Notice the upper left side of inscribed square. Connect the two outer points of division by an elliptical curve, tangent to the two nearest semi-diameters. Repeat the same on the other sides of the inscribed square. Draw a quarter-inch circle at the centre of square. Erase the two middle quarters in each side of inscribed square and the horizontal diameter. Half-tint the four corner units and the circle with vertical lines about one-sixteenth of an inch apart. Leave the diagonals, but erase the first square drawn. One-eighth of an inch outside of the cross-like figure draw a parallel one. Notice the upper left semi-diagonal. Divide it into four equal parts and erase the inner one. Through the outer point draw a perpendicular to the diagonal, extending half a quarter on each side. From the ends of perpendicular draw two curves convex towards each other and joining the diagonal nicely about half way between the two lower points. Erase the perpendicular and the points of division. Repeat in other corners and brighten.

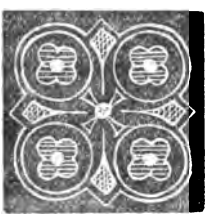
Exercise XXII. Draw a four-inch square. Divide it into



nine small squares. Draw the diagonals of small centre square and the diameters of large square. Bisect the two inner sides of the four small corner squares. Draw an oblique line in each of these squares connecting the points made. From the ends of each oblique line draw curves to the centre of the design, concave toward each other. Let the curves be of sufficient fulness apparently to pass through the centre and be tangent to the diameters. Draw a parallel form an eighth of an inch inside each of the spaces made by one of the oblique lines and two curves. Erase the diagonals and the two outer sides of each of the small corner squares. This leaves a cross-like form. Draw parallel lines around it one-eighth of an inch outside. Draw a quarter-inch circle at the centre of the figure, and a smaller one within it. Erase all lines within the circles. Notice the upper vertical semi-diameter. Mark a point a quarter of an inch above the larger circle. Erase the part below the point. Erase an eighth of an inch at the top of the line.

Trisect the remainder of the line. Draw a perpendicular through the upper point equal to two of the thirds. Trisect each half of the perpendicular. Draw two curves concave to each other from the top of vertical to the two inner points on the perpendicular. From the bottom of each curve draw another to nearest end of perpendicular and concave to centre of design. From the ends of perpendicular draw two curves to the bottom of the vertical and convex to each other. Let them meet just before reaching bottom of vertical. Erase vertical and perpendicular. Half-tint the shape formed with horizontal lines. Repeat and brighten.

Exercise XXIII. Draw a square having its diagonals horizontal and vertical, and four inches long. Draw the diameters and divide the sides of square into four equal parts. Draw a circle in the middle of each side, its radius being a quarter of the side. Prolong each semi-diameter to form diameters of the circles. In the upper left circle mark a point on each semi-diameter a quarter of an inch from the centre. These points are for the corners of a square; draw the square. Each corner of the square is to be the centre of a circle, its radius being half the side of the square. Draw circles. Erase the parts of circles inside the square, also the square itself. This makes a quatrefoil. Draw an eighth of an inch circle at its centre. Repeat. Draw a circle an eighth of an inch outside each large circle, and erase all straight lines within it. Brighten the half-inch that is nearest the centre of square in each of the last circles drawn. From each end of the four arcs brightened, draw curves to the centre of the design convex to diameters of square. Draw a quarter-inch circle at centre of square. Mark a point a little more than an eighth of an inch below the upper corner of the square. From this point draw two oblique lines parallel to the upper sides of the square, until they meet the large circle. From the ends of these lines draw two curves convex to each other meeting semi-diagonal about half way to the centre of the square, and extending to within an eighth of an inch of central circle. Erase semi-diameter. Repeat and cross-hatch the spaces formed, with two sets of lines, one oblique and the other vertical. Erase the parts of largest circles inside the square, except the half-inch brightened. Tint each of the quatrefoils with horizontal lines.



Cross-hatch the five small circles with several sets of lines. Brighten.

STATE EXAMINATION QUESTIONS.

GENERAL HISTORY.

1. From what portion of the world does the earliest tide of civilization seem to have emanated?

2. Give a brief history of the founding of Carthage.

3. What is meant by the Fall of the Western Empire?

4. What was the Byzantine Court?

5. State briefly the causes, prominent events, and results of the Crusades.

6. How long and in what century did Jerusalem belong to the Christians?

7. What do historians mean by the Reformation?

8. What was the Thirty Years' War?

9. Name some of the causes of the French Revolution.

10. What enabled the present German Emperor to review his army in the city of Paris?

DRAWING.

1. Define Perspective, Visual Line, Point of Sight.

2. Draw any object illustrating the laws of perspective.

ENGLISH AND AMERICAN LITERATURE.

1. Give the prominent characteristics and describe the masterpiece of Chaucer.

2. Name some contemporaries of Shakespeare. Describe his masterpieces and tell why his works rank as they do.

3. Give the prominent characteristics and describe the masterpiece of Milton.

4. Describe the characteristics of the works of Bunyan, Dryden, and Locke.

5. What was the Spectator and what gave it its rank as one of the English Classics?

6. Name the Authors of Deserted Village, Castle of Indolence, and Lives of the Poets.

7. Name the great historians which England has produced, with their masterpieces.

8. Name the principal Modern English Novelists.

9. What Great British Essayist still lives?

10. Name two, each of the most prominent American Poets, Historians, and Novelists, with their masterpieces.

RHETORIC.

1. What is the province of Rhetoric?

2. What advantages result from its use?

3. Define Taste.

4. Where tastes differ what is the standard?

5. Define Literary Criticism.

6. Give a general definition for figures of Rhetoric.

7. To what are the terms Sublimity or Grandeur applicable?

8. Name some of the sources of the sublime.

9. Name some of the elements of beauty in writing.

10. Name some of the essential properties of style.

GERMAN.

Translate and Parse the words in Sperrschrift.

Der Eichwald brauset, die Wolken ziehn,
Das Magdlein sitzet an Ufers Gruen;
Es bricht sich die Welle mit Macht, mit Macht,
Und sie seufzet hinein in die finstere Nacht,
Das Auge von Weinen getruebet.

GEOLOGY.

1. What causes produced the present arrangement and structure of the earth's crust?

2. Define Fragmental, Calcareous, Metamorphic, Crystalline and Igneous rocks. Give an example of each.

3. What facts are taught by fossiliferous rocks?

4. Name the Geological divisions of time.

5. In what period do the first remains of vertebrates occur?

6. Give a brief description of Glaciers and Glacial action.

POLITICAL ECONOMY.

1. What is the province of Political Economy?

2. What regulates the value of produced commodities?

3. What effect has the advance of a nation in wealth and numbers on the profits of labor and commerce?

4. Is a Tariff Law injurious or prejudicial to commercial interests? Why?

5. What is meant by Gold Standard?

FRENCH.

1. Translate into English:

Les *devoirs* de la nature ajoutaient *encore* au bonheur de leur societe, Leur *amitie* mutuelle redoublait a la vue de leurs enfants, fruit d'un amour *egalement* infortune. Elles prenaient plaisir a les mettre ensemble dans le meme bain et a les coucher dans le meme berceau. *Souvent* elles les changeaient de lait. Mon amie disait madame de la Tour, chacune de nous deux aura deux enfants, et chacun de nos enfants, aura deux meres. Comme deux bourgeons qui restent sur deux arbres de la meme espece, dont la tempete a brise toutes les branches, viennent a produire des fruits plus doux, si chacun d'eux, detache du tronc maternal est greffe sur le tronc voisin; ainsi ces deux petits enfants, prives de tous leurs parents, se remplissaient de sentiments *plus tendres* que ceux de fils et de fille, de frere et de sœur, quand ils venaient a etre changes de mamelles par les deux amies qui leur avaient donne le jour.

2. Parse words italicised in passage above.

HISTORY—CONSTITUTION AND GOVERNMENT.

1. State briefly the prominent events connected with the discovery of America and its early settlement by Spain, England, and France.

2. State briefly the causes, principal events, and results of the French and Indian War.

3. State briefly the causes, principal events, and results of the Revolutionary War.

4. Give a brief history of Slavery in the United States from its origin to its close, pointing out the prominent legislation and civil commotions to which it gave rise.

5, 6 & 7. Give a synopsis of the system in each of the three departments of the government.

8. When, where and by whom was the constitution adopted?

9. How does a congressional bill become a law?
10. How many amendments? Name the last one.

GEOMETRY.

1. Define Triedral Angle, Isosceles Triangle, Symmetrical Magnitudes and Polyedron.
2. Demonstrate—If from a point without a plane, a perpendicular and oblique lines be drawn to the plane, those oblique lines which meet the plane at equal distance from the foot of the perpendicular will be equal.
3. State the "Pons Asinorum" of Pythagoras.
4. Give theorem and demonstration for finding the lateral surface of a regular Pyramid.
5. What is Pi? Show how it is found.
6. Give theorem and demonstration for finding the volume of a Sphere.
7. Give the formula for finding the entire surface of a Cylinder.
8. Demonstrate—A plane perpendicular to the radius at its extremity is tangent to the Sphere.
9. Problem—To draw a circumference through any three points not in a straight line.
10. Prove—That if a line be drawn from the middle point of the side of a triangle to the middle point of an adjacent side it will cut off one-fourth of the triangle.

A FABLE.

TRANSLATED FROM A MANUSCRIPT OF THE BRAZEN AGE.

For a long time the great beasts had kept the best of the forest to themselves and would not allow the smaller animals to live in it. At last when the weaker ones grew strong enough in numbers to defy their huge oppressors and began to roam over the hills as they pleased, the great beasts, no longer able to use force, sent a *white fox* to treat with the intruders. He showed how much better it was to stay in the dark thickets than to venture into the wide forest, and told what mishaps had befallen the small animals who had dared to go beyond their bounds. But the stubborn little creatures would not be convinced; they said, "Why will you not *grant* us the freedom which your cunning has gained for yourself? If the whole forest is so bad a place for us, why is it so good for you and your masters?"

M. R. A.

EDITORIAL DEPARTMENT.

—One of the arguments against the spelling reform is that a group of words like *right, rite, write,* and *wright,* which are all pronounced alike, would have but one spelling, and thus their distinction would be lost. The answer to this is that the words are alike in speech and it is very rarely that they are so used that the connection does not clearly indicate the meaning. It would be interesting to know how many words there are in our present orthography that are spelled alike but have different uses, meanings, or etymologies. As examples of such words we may mention *base* (adj.), *base* (noun); *lie, can, cant, spit, tow, court, down, spark, cot, hack, rest, must, mean, seal,* and possibly thousands of others. Again we have other words that are spelled alike but are differently pronounced, as *bass* (= base), *bass* (= băs), *read, lead, sol, sow, bow, row, mow,* etc. It would be an interesting thing to have a pretty complete list of these two classes of words. We should then know how much we have really suffered by ambiguous spellings. We might find ourselves in the position of the woman that said she never knew how badly she had been treated until she had heard her lawyer make his speech in a case in which she was plaintiff.

—We hope Ohio will have a good representation at the meeting of the Department of Superintendence of the National Educational Association to be held in New-York City Feb. 8, 9, 10. The Vice-President of the Department, Norman A. Calkins, is exerting himself to give the Department a cordial reception. We are sure the meeting will be one of the most marked in the history of the Department. New York is just now full of interest with its Egyptian obelisk, etc., etc.

—Preparations are going on for a grand meeting of the National Educational Association at Atlanta, July 19, 20, 21, 22. It is said that the average summer temperature of Atlanta is less than that of Philadelphia, and the nights are always comfortable. We shall not be astonished if the Atlanta meeting shall equal in attendance the meeting in 1875, at Minneapolis, when the Great Northwest sent out its swarms of teachers. Those going from the North and Northwest could visit Mammoth Cave on their return trip. A visit to the Empire State of the South will be an event in any teacher's life. Let the attendance from the North be a fitting response to the hospitality with which we are sure the South will receive us. The President of the Association, the Hon. J. H. Smart, has already made a visit to Atlanta to view the landscape o'er. He has returned full of hope. The first session of the National Council of Education will probably be held about July 15, at Atlanta. The American Institute of Instruction will hold its next session at Bethlehem in the White Mountains, beginning July 5.

——We are indebted to the Hon. J. H. Smart for a copy of his last Indiana State School Report, a book of about 600 pages. It is full of interest, its comparative tables and diagrams being a distinguishing peculiarity.

——The Hon. E. G. Dial of Clark County, has introduced a bill into the Ohio General Assembly, House Bill 543, "To provide for the better conduct of the Public Schools in Township and Village Districts," and also House Bill 521 to perfect the system of township districts. We sincerely hope that the General Assembly will cover itself with everlasting glory by the passage of these bills. They are what the State needs and they meet the terse suggestions of Governor Foster in his last message. Senate Bill No. 255, by Mr. Beer, is the silliest bill that any sane man ever presented for legislative sanction. It says "No person who is a trustee or director of an academy, college, or university, or a professor or teacher in any such institution, shall be elected or appointed a member of any board of education, or a director of any district, nor shall any such person hold any such office; The wife, father, mother, step-father, step-mother, son, daughter, step-son, step-daughter, brother, sister, step-brother, step-sister, uncle, aunt, or cousin of a member of a board of education or of a director of a district, shall not be appointed or employed by such board or directors as a teacher in such district." Before this bill passes we move to amend by inserting after the word "institution," the words "or any person who can read or write," and after the word "cousin," "or country cousin, fiancée, great-aunt, partner, neighbor, fellow-member in any secret order, fellow-voter in any political party, fellow-member in any church, fellow-member in any social club or society."

——The following are the sensible utterances of Governor Foster, in his last message on our educational interests:—

"The educational interests of the State are of the first importance, and should demand the careful attention of the General Assembly. Whatever other enterprises may promise, the only foundation of continued well-being lies in the growing intelligence and virtue of the people. Like all other great results, this is only to be secured by good systems, carried out on the most thorough and business-like principles. No additional legislation seems to be required in reference to our graded schools, which rank with the best in the United States. We can not claim as much for the ungraded schools. These schools could be materially improved by proper legislative enactment. The experience of other States shows what may be done by judicious action in behalf of these schools. It is time that Ohio should equalize, as far as possible, the advantages intended to be furnished by our school system. The great end to be sought is to secure good teachers for every school in the State.

——We expect to print a Directory of Ohio School Superintendents, and for this purpose want the following facts:—1. Name of Superintendent with first name in full. 2. Age. 3. Number of previous years' experience as Superintendent. 4. Year of service in present position. 5. Number of teachers associated with him in the conduct of the schools.

6. Salary for 1880–81. 7. School population in September, 1880, of the school district, whether city, village, special, or sub-district. We include sub-districts, for the excellent graded school at Mt. Healthy is merely for one of the sub-districts of the township. We hope no Superintendent will hesitate to send us on a card, or in a letter, all of the above required facts, and do so immediately. We have already the names of more than 170 Superintendents, but many of the full first names are not known, and of the other facts we can supply but few.

——We request that the Superintendents of the State who know best who their most successful teachers are, in the primary and other grades of their schools, will urge them to prepare practical articles, giving an account of their work, and send them for publication in the *Monthly*. We want their experiences. It should be remembered that our editorial columns are always open for brief contributed editorials. Although we made this announcement as to editorials two or three years ago, our contributions have come mainly from three Superintendents. Cannot the number be increased? Don't be bashful, gentlemen. It will consume but a few minutes to jot down a passing thought.

——It is hoped that the College Association of Ohio, may be able to do something to remove the disgrace which attaches to our college system. The really-good colleges of the State are apt to be classed with the average or poorer colleges. We take no pride even in the average Ohio College. It cannot be said to rank higher than a good academy. Our poorer colleges are not even good academies. The General Assembly committed a great blunder when it made it a very easy thing to secure by a general law a college charter. We trust the Association will be exceedingly rigid in the admission of colleges, and that if there are any already admitted whose standards are not what they should be, that the Association will demand a raising of these standards as a condition of continued membership. There are colleges in Ohio whose students can enter corresponding classes in Yale, and whose Freshmen can enter the Junior, or possibly the Senior year, in other so-called Ohio colleges. We know an Ohio college some of whose graduates are ashamed to tell where they took their degree. We believe that it is the purpose of the College Association to increase the public estimation of our really-good colleges. Success can only be secured by backbone.

——The following from J. W. Knott, Superintendent of the Public Schools of Tiffin, will explain itself:—

"I notice you desire to ascertain the rules adopted by each Superintendent for school-membership in his school.

My rule is to mark pupils "withdrawn" when they have been absent five consecutive days. The number belonging each day is found by subtracting the number withdrawn from the total monthly enrolment, and to the remainder adding the number re-entered. The sum of these twenty numbers (the number belonging for each day) divided by 20 gives the average number belonging."

——We acknowledge the receipt of the Columbus School report for the year ending Aug. 31, 1880. It is a volume of about 300 pages. Sup't Stevenson is now serving his tenth year in Columbus, in which time the city has nearly doubled in population. The schools have had a corresponding increase. A. G. Farr's report of the High School shows that the percentage of boys in the High School has decreased from 41 per cent in 1870-1 to 30 per cent. in 1879-80. Of the whole number of graduates of the High School, 624, 182 or 29 per cent. have been boys. We have not space to refer to all the interesting points of this volume of reports from different persons connected with the schools, but must take space to quote Mr. Stevenson's closing remarks, which are characterized by his usual good sense:—

"All real and general progress in education is broad and deep and therefore slow. The second step in advance must be made to depend upon the first, the third upon the second, and so on, until the highest point has been reached. Change is not progress, neither is a new departure from old methods of management or instruction in public-school work, unless it is in the line of truth and is pursued with the eye fixed upon the end to be gained. Neither is it true progress, if in the attainment of an end, another equally desirable is neglected in its pursuit. The temptation to turn the attention of teachers and pupils in a system of schools to one particular line of study to the neglect of others equally important, that it may engross the minds of the people and gain public admiration, is one against which every Superintendent has to be on his guard. Each branch enumerated in a course of study should be adapted to the development of a certain faculty, and one should not therefore be pursued to the neglect of another. It has been our aim in the administration of our schools, to catch up every new plan which would in any way add to the physical well-being of the children, every new method of culture and instruction which others have found by trial to be valuable, and to use them, but not to the exclusion of the old because it was old, nor the adoption of the new because it was new. The question we aim to consider first, is the progress we are making in the right direction. Does it tend towards the formation of character, nobler than we now attain, and to moral and intellectual development which will be shown in practical life to be superior to what has been reached in the past? Is it in one narrow channel of thought, or does it embrace all knowledge and means of culture which tend to the perfection of each individual child? A special effort in one line must always be made at the expense of power and progress in some other direction equally as important. Our aim has been to keep up in all subjects with the most enlightened progress of the age."

——We are indebted to the Hon. John Eaton, Jr., National Commissioner of Education for his report for 1878, a magnificent volume of 931 pages. From it we make the following extracts:—

LEGAL SCHOOL AGE.

There are seventeen different school ages in the States and Territories, 17 years being the longest period and 6 years the shortest. The earliest age at which pupils are admitted to the Public Schools in any State is 4 years. In nine States the school age is 6–21 and in eight States 5–21. Massachusetts reports the highest percentage of population of school age enrolled in the school, viz., 104, or 4 per cent. more than the whole number between 5 and 15 years of age, and also the highest percentage of average daily attendance, viz., 77.

SUMMARY OF SCHOOL STATISTICS.

The total school population in the States for 1878 is 14,418,923; number enrolled in public schools, 9,294,316; average daily attendance, 5,093,298, seven States not reporting. The school population of the Territories is 157,260; number enrolled in public schools, 78,879; average daily attendance in the five Territories reporting this item, 38,115.

TEACHERS AND SALARIES.

The total number of teachers in the States was 269,132; in the Territories, 2,012, Idaho not reporting. The average salaries of teachers are reported from all the States and Territories except Florida, Georgia, Idaho, and New Mexico. The wages of men vary from $28.22 a month in South Carolina to $106 in Nevada; the wages of women, from $15.92 in Maine to $84 in Nevada; the average wages of teachers of both sexes is $17.44 in Alabama and $71.56 in Wyoming. In Maryland, Mississippi, and Indian Territory the salary of males and females is the same. The greatest difference between the salaries of males and females is in Massachusetts, where the former receive $75.64; the latter $33.04.

INCOME AND EXPENDITURE.

The total annual school income reported by all the States and Territories is $86,978,101; annual expenditure, $80,529,958, of which $8,483,650 were expended for buildings, apparatus, etc.; $1,088,042 for salary of superintendents, and $51,853,655 for teachers' salaries. The estimated value of sites, buildings, and all other school property is $176,812,177, 10 States and 4 Territories not reporting. The expenditure per capita of the school population varied from 76 cents in North Carolina to $24.78 among the Cherokees, and per capita of average attendance in public schools from $2.44 in North Carolina to $62.76 among the Cherokees.

GENERALIZATION.

From the statistical summary, generalized without reference to States, it appears that the school population is, for 38 States, 14,418,923, for 9 Territories, 157,260; the number enrolled in public schools is, for 38 States, 9,294,316, for 10 Territories, 78,879; the number in daily attendance is, for 31 States, 5,093,298, for 5 Territories, 38,115; the number of pupils reported in private schools is, for 12 States, 280,492, for 4 Territories, 6,183; the total number of teachers is, for 38 States, 269,132, for 9 Territories, 2,012; the number of male teachers in 34 States is 100,878, in 8 Territories, 789; the number of female teachers in 34 States 141,780, in 8 Territories, 1,027; the public school income is, for 38 States, $86,035,264, for 10 Territories, $942,837; the public school expenditure is, for 38 States, $79,652,553, for 10 Territories, $877,405; the permanent school fund for 32 States is $106,138,348, for 1 Territory, $1,506,961.

OHIO.

The State of Ohio reported 14,715 more school children, 17,954 more actually in the schools, and 17,272 more continuously under instruction in 1877–'78 in the public schools, besides 12,354 additional in private and church schools, the number of the instructed gaining thus 15,593 on the number of illiterates within the year. The number of school-houses did not increase proportionately, but 481 new buildings were erected, one of them (that for the Central High School of Cleveland) a noble structure. With 388 additional teachers, 189 more were permanently employed. Yet, with all the increase thus recorded, and with $843,822 expended on new school-houses, the whole expenditure for the whole State system was reduced by $41,469. One interesting evidence of effective teaching was the fact that work of pupils in the schools of Cincinnati, collected without any special preparation and sent to the Paris Universal Exposition, received both gold and silver medals there in recognition of its excellence.

——The following significant utterances are extracted from the last report of Dr. S: Findley, as published in the Akron Beacon, Dec. 15.

"In my reports to this Board, I have said repeatedly that the selection of teachers is the vital point in the administration of our schools. No matter how judicious our courses of study, nor how excellent our methods of instruction, the schools will be, after all, just what the teachers make them.

A majority of our teachers are very capable and very faithful, and they deserve well at the hands of the people of Akron. Some are veterans in the service, the value of whose services to the youth of this city cannot be estimated.

But the necessity we have always seemed to be under of employing a considerable number of inexperienced and untrained teachers is the greatest evil with which we have to contend. The loss of time to the pupils, to say nothing of the idle and vicious habits formed, during the apprenticeship of our young girl-teachers, is a serious evil; and I often wonder at the patience of the pupils and their parents under it.

Charles Francis Adams, in a recent number of Harper's Monthly, lays bare this whole subject. I quote a few sentences: "In this country the development of the average human mind is not recognized by our highest institutions of learning as a scientific study at all. They pay no attention to it—make no provision for it. They have medical schools devoted to the study of man's body; dental schools devoted to the study of his teeth; but any one who is not a fool, the learned doctors tell us, can train the child's mind! All there is to know on that subject can be told in half an hour, and learned by practice at an older teacher's side in a few weeks. Is not this curious? That it is a fact is indisputable. There is a science of law, and schools and professors to teach it. There is a science of agriculture, and colleges devoted to its study. There is a science of mining, and institutes in technology in which it is taught. It is even claimed that there is a science of divinity. But when it comes to the educational development of those who are to constitute the future state, though we spend millions on millions upon it, the universities turn their heads away, and class them as something less than the grass of the field. They grade the child's mind as lower than its teeth. They assume that any callow youth, fresh from the graduate course, and the ink hardly dry on his degree, is quite competent to train the first, though not to take care of the last We thus turn over our children to those whom we would never dream of entrusting with our potato patch.'

Men who have given much thought to the subject of popular education are becoming more and more impressed with this defect in our public school system. I would suggest, as the least that we should do under our present circumstances, that our young graduates who desire to teach, should be required, before receiving appointments, to spend at least one year in the study of pedagogy, including the human powers and the means and methods of their development and training, in the more minute and thorough study of the common branches with reference to teaching them, and in such observation of the best methods of teaching, and such practice under experienced teachers as our own schools might afford."

——There is a popular novel which closes with the picture of a spelling-book bearing this inscription: "In hoc signo vinces." It is only as the portal to other knowledge that the spelling-book becomes the emblem of conquest. All mental exertion, even learning to spell, demands self-control, and therefore has in itself a restraining tendency, but this alone does not make a good citizen. The Chinese have a proverb, "The empire can not be governed by the yardstick of the merchant." They mean by

it that mere thought of present self-interest without regard to the ultimate result can never make a people great or happy. M. R. A.

—THE ability to recognize words at sight is sometimes regarded as an art which should cost the child little time or labor. Yet what does it imply? A child of ordinary capacity will read in one minute, *even in a language he has not yet learned to translate*, a page containing twelve hundred letters, four hundred syllables, and two hundred words. Now to the beginner the recognition of every letter, syllable, and word is an act of judgment—an act which, in the adept, disappears from the realm of consciousness like many a movement of the skilful musician's fingers. To drill the child to form these judgments with ever-increasing rapidity until he can make thirty of them in a second requires more patience and skill than to train one in performing the "finger movements" of the pianist. In reading as in music if the preliminary drill is not thorough the result is a jumble of discordant sounds. A.

—THAT study should be made as pleasant as possible for the pupil, no one will dispute, but that all training can be made mere amusement is an idle dream. Mr. Adams, in his excellent paper read at Chautauqua, while not directly asserting that all study can be made play, tells us that the boy learns to skate or to play ball "with infinite skill" without instruction, yet with all his painstaking fails to learn to write. Watch the boys as they play. There is as much diversity in the attainments on the playground as in the school-room, and in either place the one who gains above ninety per cent gains it by patient effort. I have seen boys continue for an hour at a time doing what Mr. Adams thinks they never do—running imaginary courses, "pitching" and catching. They do this not for the present amusement but for the hope of future honor. When a picked eleven are expecting a "match game" of football they play a "scrub game" for practice. The pupil has many scrub games to play before the real contest comes; if they can be made pleasant so much the better, but in any event *the practice must be had.* I have heard the captain of a nine as sharply reprove one of his men for inattention as ever did a pedagogue who abstains from blows. On the playground as in the school-room the natural laziness of mankind, the enemy of all labor, whether physical or mental, must be met and overcome. A.

—THE *Central School Journal* in speaking of its exchanges says, "Second in age and among the very best, is the *Ohio Educational Monthly.* Strong evidences of its worth are to be found on every page. It has an equitable mixture of the theoretical and practical. It is one of the most conservative of our educational periodicals, yet abounds with enthusiasm in every thing it discusses." We are gratified to read this good opinion of our Iowa contemporary. It however contains a slight mistake. This journal and the *Pennsylvania School Journal* are twins with a strong probability, nay almost a certainty, from the history of the case as given by us a year or two ago that the Ohio journal was born first. The outward

indications of age as judged by the volumes makes the first volume of the *Pennsylvania School Journal* begin with July, 1852. We have, however, been privately informed by its present able editor, the Hon. J. P. Wickersham, that it was begun earlier, and that the first number bears date, January, 1852, the same as that of its Ohio contemporary. The first volume of the *Pennsylvania School Journal* probably contained eighteen numbers, otherwise it could not be so old as our journal, which with last month entered upon its thirtieth volume, whereas the *Pennsylvania School Journal* will not begin its thirtieth volume until July next. The *Pennsylvania School Journal* has never changed its name. This journal was at first called the *Ohio Journal of Education*, but its name was subsequently changed, for no very satisfactory reason, to the *Ohio Educational Monthly*. Virtually, although not nominally, this journal dates back to July, 1846, when the first editor of the *Ohio Journal of Education*, Dr. A. D. Lord, established the *Ohio School Journal*. We are perfectly willing, however, to be ranked chronologically on an equality with our excellent neighbor.

——Our readers have observed in the *Monthly* a new use of the colon as a mark of abbreviation. In this scheme A: is for Augustus; B: for Benjamin; C: for Charles; D: for David; E: for Edward; F: for Frederick; G: for George; H: for Henry; I: for Isaac; J: for John; K: for Karl; L: for Louis; M: for Mark; N: for Nicholas; O: for Otto; P: for Peter; R: for Richard; S: for Samuel; T: for Thomas; and W: for William. These abbreviations were devised by C: A. Cutter, and have been adopted by the American Library Association, the Publisher's Weekly, and the Library Journal, the official organ of the Library Associations of America and Great Britain. They ought to be given hereafter in spelling-books and dictionaries. Mr. Cutter proposed in the June number of the Library Journal, the double period for abbreviations for certain feminine names, as follows:— A.. for Anna; B.. for Beatrice; C.. for Charlotte; D.. for Delia; E.. for Elizabeth; F.. for Fanny; G.. for Grace; H.. for Helen; I.. for Isabella; J.. for Jane; K.. for Katharine or Kate: L.. for Louisa; M.. for Mary; N.. for Nancy; O.. for Olivia; P.. for Pauline; R.. for Rebecca; S.. for Sarah; T.. for Theresa; U.. for Ursula; V.. for Victoria; W.. for Wilhelmina; and Z.. for Zenobia.

EDUCATIONAL INTELLIGENCE.

——Of St. Nicholas, 100,00 copies of the December number were sold. The February number contains a full account of the Obelisk.

——The circular of the Trumbull-County Teachers' Institute to be held at Cortland, two weeks, beginning Aug. 8, 1881, has been issued. U. T. Curran and Dr. S: Findley are to be the instructors.

——The North-American Review for February contains articles from Gen. U. S. Grant, Oliver Wendell Holmes, Judge A. W. Tourgee, James Freeman Clarke, Senator J: T. Morgan, M. Charnay, and Walt Whitman.

——The increase in the American circulation of Scribner's Monthly in 1880 was 20,000. Of the February number of this year, 17,000 copies were ordered by telegraph for sale in England. It is said that the monthly sales of no English magazine has as yet reached 17,000.

——The previously-announced program of the Warren-County Teachers' Association for the meeting at Lebanon, Jan. 22, was as follows:—"Why is Teaching not a Profession?" Mrs. Annie G. Keever; "Is Suspension in Public Schools expedient?" S. R. Bailey; "How to teach Composition Writing," H. Bennett; "Memory," Addison Ludlum.

——At the Knox-Township (Columbiana Co.) meeting of the Teachers' Association Jan. 1, at the Prospect Hill School-House, a reading class was conducted by H. P. Borton. D. W. Crist spoke on the Relative Pronoun, A. B. Aellig on Orthography. Queries received their allotted time. The exercises were interspersed with music and declamations. Twenty-two teachers were present. Adjourned to meet Jan. 15th, in District No. 7.

——The Senior Class, consisting of fifty members of the Toledo High School, gave an entertainment Dec. 23, which was intended as a tribute to Horace Mann. W: Warner spoke of Mann as a Legislator, and Chas. A. Cottrell of him as an Educator, and Lotta Raymond gave a selection from his last Baccalaureate Sermon, and the class at large gave thoughts from Mann's works. The exercises were closed with an address by Sup't J: W. Dowd. See p. 39.

——The previously-announced program of the Clark-County Teachers' Association for the meeting at New Carlisle, Jan. 15, was as follows:—Address of Welcome by Dr. Meranda, of the Board of Education; Response by J. T. Tuttle, President of the Association; "Hobbies," Dr. E. Ebersole, discussion, A. E. Taylor; "Reading," D. W. De Lay, discussion, W. G. E. Pope; "Arithmetic," R. Taylor, discussion, J. M. Finney; "The Relation of the Church to the Common Schools," Rev. M. Shultz, discussion, John Holmes.

——The previously-announced program of the meeting of the Fayette-County Teachers' Association at Washington C. H., Feb. 4 and 5, was as follows:—Memory Exercises in Literature—by the three Grades [of what?]; Words of Welcome—Hon. M. J. Williams; "Moral and Literary Training in the Public Schools," J: B. Peaslee, Ph. D.; "The Mission of Poetry among the Masses," T. W. Merchant; "Life and Writings of Whittier, Longfellow, and Holmes," Dr. Peaslee; Graded Memory Exercises—How taught—Ed. Carr; "Practical Methods for teaching Gems of Literature, and for Celebrating Authorial Birthdays," Dr. Peaslee.

——The Butler-County Teachers' Association met at Hamilton Jan. 8. L. D. Brown spoke on "Induction and Deduction in Education," L. E. Grennan, on "Boarding Around in Old Times," and W. H. Stewart, on "Methods of Teaching Penmanship;" James M. Slicher, gave a practical method of giving instruction in elementary arithmetic and primary geography, paying special attention to railroads. L. R. Marshall gave a music lesson to twenty Third-Reader pupils. R. Van Skiver, W. H. Stewart, and M. B. Van Pelt, discussed the comparative merits of teach-

ing in the graded and ungraded schools as a preparation for active life. Adjourned to meet the second Saturday in February.

——"The Scioto-Valley Teachers' Association met at Waverly, Dec. 30 and 31. Teachers from the counties represented, gave brief accounts of the educational work going on. Miss Wetmore, of Waverly, had a paper on *Woman's Place.* Mr. Mack, of Washington C. H., discoursed on *Physical Culture,* Mr. Phillips, of Gallipolis, on *Lord Bacon.* The evening was occupied by Sup't Richardson, of Chillicothe, on *The Fruits of Experience,* and Pres. Edward Orton on *The Geological Argument.* The Association accepted an invitation to visit the mansion of James Emmitt, Esq., to view his large collection of foreign works of art. The next meeting will be held in Portsmouth the first Friday in May."

——At the last meeting of the Hamilton-County Teachers' Association, the following resolutions were offered by T. G. McCalmont, of College Hill, and were unanimously adopted:

Resolved, First, That we, as an Association, tender our hearty thanks to Dr. Mayo and Hon. J. J. Burns for their able addresses, delivered in our hearing to-day.

Resolved, Second, That, as Hon. J. J. Burns closes his official relations to the teachers of the State, we desire to acknowledge his many kindnesses; and to express our highest appreciation of his efficient labors in behalf of education, as well as to commend his faithful discharge of all his duties as State School Commissioner.

——The Lake-County Teachers' Association held a bi-monthly meeting at Madison, Friday evening and Saturday, Jan. 7, 8. T. F. Waters read a paper on "To what Extent should the Teacher use the Text-book in Recitation?" which was discussed by Jas. Shepherd, T: W. Harvey, and others. Mr. Harvey counselled moderation, especially in view of the extreme ground taken by Mr. Shepherd. W. W. Gist's talk on Grammar was discussed by T: W. Harvey, who also opened the discussion on Anna Walding's paper on "The Teacher's Responsibility." I. M. Clemens conducted a class of sixteen pupils in the Fifth Reader. Comments were made by Messrs. Waters and Shepherd. The Association adjourned to meet at Painesville the second Saturday in March.

——The previously-announced program for the meeting of the northern division of the Columbiana-County Teachers' Association, at North Georgetown, Friday evening, Saturday, and Saturday evening, Jan. 28, 29, was as follows:—Address by H. P. Borton; "Little Ways for Little Ones," Mattie Whittlesey; discussion by F. H. Umholtz; "Fiat Instruction," G: N. Carruthers; "Prepositions," W: D. Henkle; "Teacher's Work," V. M. Chambers; "Tides," I. P. Hole; "Letter Writing in Public Schools," Laura Donaldson; "Annual Interest," I. P. Hole; "Merits and Demerits of Appletons' Readers," L. E. Weaver; "Participles and Infinitives," C. C. Davidson; Subjunctive Mode," W: D. Henkle; Essay, D. W. Crist; Queries; "Co-operation of Teacher and Parent," I. P. Hole.

——The Spelling-Reform Association has established a "Bureau of Information" for mutual benefit and solicits the coöperation of all who favor the amending of English spelling. We want—1. Notices of papers

read and lectures delivered bearing upon spelling reform, pro or con, with very brief extracts, if practicable. 2. Copies of all articles on spelling-reform in newspapers and magazines. 3. Copies of all books or pamphlets treating the subject in whole or in part. 4. Reports of discussions on the subject by Institutes, Conventions, etc. 5. Accounts of the formation of Branch Spelling-Reform Associations, their time and place of meeting, with abstracts of their proceedings. 6. All items gathered from the school-room or elsewhere, illustrating the advantages of phonetic teaching, reading, writing, and printing. 7. Any other information not included in the foregoing and of interest to spelling reformers. This information will be tabulated and abstracts of it published from time to time, and is of the utmost importance, as by it the public will learn the real extent of the spelling-reform movement. It is hoped that every friend of improved spelling will contribute his part to this Bureau of Information promptly and carefully. The information and all correspondence should be sent to the Corresponding Secretary, Mr. T. R. Vickroy, 1117 North 25th St., St. Louis, Mo., U. S. A. Melvil Dewey, Secretary, F. A. March, President.

——"THE Association of the Colleges of Ohio held its twelfth annual session at Marietta College on the 27th and 28th of December. Ten college presidents and twelve professors were in attendance, representing thirteen colleges and universities of Ohio. The following is the program of exercises:—Monday, 7:30 P. M. Address of Welcome, Prest. I. W. Andrews, Marietta College. Response by the President of the Association. Inaugural Address, Prest. Edward Orton, Ohio State University. Social Greetings. Tuesday, 8:30 A. M. 1. Present conditions of admission to the course for the degree of Bachelor of Arts, and the minimum course preparatory to entering college, Prest. I. W. Andrews, Marietta College. 2. Definition of the degree of Bachelor of Arts and a statement of the course of study leading to this degree, Prof. Judson Smith, Oberlin. 3. Definition of the degree of Bachelor of Science and a statement of the minimum course of study leading to this degree, Prof. A. H. Tuttle, Ohio State University. Tuesday, 2 P. M. 4. Place and utility of lectures in a College Course, Prest. Carroll Cutler, Western-Reserve College. 5. Electives and their relation to the College Course, Prof. W. F. Whitlock, Ohio Wesleyan University. 6. Formation of Sub-sections in Philosophy, Science, Language, &c., for the discussion of such topics as may properly be brought before them. Tuesday, 7:30 P. M. 7. College Libraries and their management, Prof. T. K. Davis, Wooster University. 8. College Discipline, its methods and penalties, Prof. J. B. Weston, Antioch College. 9. Election of Officers. The discussions were of great interest to college men. The topics of the first three papers will be taken up again next year, these papers having been referred to a committee with instructions to make a report covering the whole ground of the courses of study for the Baccalaureate degrees, and the courses preparatory to entering upon any of the regular courses of the collegiate department. The object of the Association is to promote uniformity of requirement as well as a high standard of requirement in the colleges of Ohio. With respect to

elective studies, the Association holds somewhat conservative views; the general opinion being that while the demand for elective branches should be to some extent met, great caution should be exercised in order not to impair the unity and efficiency of the course of study as a means of mental discipline. The next meeting of the Association will be held at Denison University, Granville, Ohio, in the last week of December, 1881. Officers for 1881:—President, Prest. Carroll Cutler, Western-Reserve College; Vice-President, Prof. W. F. Whitlock, Ohio Wesleyan University; Secretary, Prof. R. S. Devol, Ohio University; Treasurer, Prof. Thomas McFadden, Otterbein University; Ex. Committee, for three years, Prof. L. E. Hicks, Denison University, Prof. F. W. Clarke, University, Cincinnati; for two years, Pres. A. Schuyler, Baldwin University, Prof. I. J. Manatt, Marietta; for one year, Prof. Judson Smith, Oberlin, Prof. A. H. Tuttle, Ohio State University."

——"THE eleventh annual meeting of the Northwestern-Ohio Teachers' Association was held at the High-School Hall at Toledo, Ohio, Dec. 28 and 29, 1880. Notwithstanding the severe cold weather, there were more than a hundred teachers present, ready to spend their time, money, and efforts for mankind by giving and receiving such instruction as will aid the teacher in his profession. In absence of the Pres., Mr. Dowd, chairman of executive committee, was called to the chair. The address of Welcome was delivered by D. H. Connauger—President of Board of Education, Toledo, Ohio—and responded to, in behalf of the Association, by J. W. Zeller, of Findlay, Ohio. Mr. W. W. Ross, of Fremont, Ohio, was then introduced, and delivered his Inaugural Address which occupied more than an hour's time in its delivery. The appointing of committees was made the first order of business in the afternoon, and resulted as follows:—Committee on "Time and Place," J. W. Dowd, J. W. Zeller, and C. W. Williamson. Committee on "Nominations," H. S. Lehr, J. W. Knott, and Wm. Hoover. Committee on "Resolutions," J. E. Sater, F. M. Ginn, and C. W. Butler. Excellent papers were then read by C. W. Butler, of Bellefontaine, Ohio, on "Our Public Schools, a Preparation for Citizenship," and J. E. Sater, of Wauseon, Ohio, on "Memory Culture." Both papers were ably discussed—the former by Messrs. Lehr, of Ada, Sater, of Wauseon, Ginn, of Clyde, Dowd, of Toledo, and Zeller, of Findlay; the latter by Messrs. Zeller, Butler, Condit, and Biler. At 8 o'clock P. M., a general experience meeting was held, commencing with remarks by C. W. Williamson, of Napoleon, Ohio. The two general questions that were discussed during the evening were:—"Are not Teachers burdened too much with Examination Papers?" and "Do you grade daily lessons, and how much time should be allotted for reviews?" The former question was suggested by Mr. Hamilton, of Bucyrus, the latter by Mr. Sater. Those taking part in the discussion were Messrs. Zeller, Ewing of Ada, Sater, Butler, and Powell of St. Paris. On the second day Mr. Williamson was made President pro tem, other duties having necessitated Mr. Ross's absence. Mr. Dowd then read the following telegram:—Denver, Col., Dec. 28, 1880. "The Colorado teachers now in convention send greetings. The Centennial State is alive in education." J. H. Baker, Pres. The following reply was ordered to be sent

to the brethren and sisters in Colorado:—"Toledo, Ohio, Dec. 29, 1880. J. H. Baker, Pres. C. S. T. A. The Northwestern-Ohio Teachers return your cordial greetings. The Ohio schoolmaster goes up head March 4th." Committee, H. S. Lehr, J. W. Dowd, Laura Holtz. The paper on "The Pythagorean Theorem," by Wm. Hoover, of Wapakoneta, was truly instructive; his paper embraced about ten different solutions, all of which were clear and showed his wonderful mathematical ability. Prof. M. J. Ewing, of Normal School, Ada, Ohio, read a very thoughtful, carefully-prepared paper on "Chemistry and Experiments." The next two papers for the afternoon were "Lord Bacon as a Teacher," by S. S. Ashbaugh, of Defiance, Ohio, and "Silent Forces," by F. M. Hamilton, of Bucyrus, Ohio. Both of these papers were full of good thoughts and sentiments made doubly impressiv e by their eloquent delivery. The report of committees was called for. The following report of Committee on "Nominations" was read by Mr. Hoover, and adopted. Pres., J. E. Sater, Wauseon; Vice-Pres., F. M. Hamilton, Bucyrus; Secretary, J. W. Zeller, Findley; Treasurer, C. W. Butler, Bellefontaine; Executive Committee, E. T. Hartley, Fostoria, S. S. Ashbaugh, Defiance, W. W. Ross, Fremont. Mr. Dowd read the Report of Committee on "Time and Place." The majority report on "time"—being the Wednesday and Thursday of holiday week—was adopted. The minority report on "place"—Fostoria—was adopted. Mr. Dowd then offered the following resolutions which were unanimously adopted:

WHEREAS, There is a lack of organization and efficiency in the country schools, and,

WHEREAS, It is desirable that they be raised to the same degree of efficiency as is manifest in the more highly-favored villages and city schools, and,

WHEREAS, the vigor and power of these latter schools depend upon supervision and efficiency of the power of the city boards of education, therefore be it

Resolved, That it is the sense of this Association that the present subdistrict system should be abolished, and the township plan be substituted in its stead, and further be it

Resolved, That the office of County School Superintendent should be created.

After tendering a vote of thanks to the Board of Education, the various hotels, and all who had contributed to the success of the meetings, the Association adjourned to meet at Fostoria, Ohio, Wednesday and Thursday, Dec. 28 and 29, 1881. W. W. Ross, President, Laura E. Holtz, Secretary."

PERSONAL.

—EDWARD TRUMAN is serving his fifth year at Burton.

—DANIEL STAHL has taken charge of the Public Schools of Apple Creek.

—H. A. FORD and his wife attended a holiday Institute at Cheshire, Lake Co., Indiana.

——Jennie Wadleigh, of Oxford, was married in December last to J. M. Slicher, of Hughes Station.

——O. J. Markle is now instructor in Latin, Greek, and the Higher Mathematics in the Normal School at Millersburgh.

——The Hon. John Eaton, some time ago on a visit to his old place of labor in Toledo, was made the hero of a social gathering of prominent citizens.

——S: Thurber, Principal of the Worcester (Mass.) High School, has accepted the position of junior master of the Girls' English High School of Boston.

——Epes Sargent, author of a series of Readers, died about a month ago. His little poem "A Life on the Ocean Wave" has been sung the world over.

——W. W. Ross presided at the last meeting of the Northwestern Ohio Teachers' Association. His inaugural address was highly complimented by the Toledo press.

——W: Chauncey Fowler, author of Fowler's Grammar, and son-in-law of Noah Webster, died at Hartford, Conn., Jan. 15, at the age of 84. He was formerly professor of Rhetoric at Amherst College.

——Lewis B. Carll, A. M., P. O. Box 159, Flushing, Queens Co., New York, proposes to publish a work entitled "A Treatise on the Calculus of Variations," if he can get subscriptions for not less than 300 copies at $4.00 each.

——Miss Frank E. Baker, formerly Principal of the High Schools of Miamisburg and Eaton, has been elected Assistant in the High School of London, Ohio, in place of Miss Anna MacCracken, who resigned Jan. 1, 1881. Miss Baker will be remembered by some as the only lady before the State Board of Examiners at their meeting at Cleveland, one year ago last summer.

——M. E. Hard, Superintendent of the Gallipolis Public Schools, gave a holiday reception to the teachers of the Public Schools, the members of the Board of Education, the Clergy, and the Press. About forty partook of the bountiful repast prepared by Mr. and Mrs. Hard. Mr. Hard was surprised by the present of a gold-headed ebony cane. The presentation speech was made by the witty Miss Hannah U. Maxon, who will be remembered as a regular attendant of the meetings of the Ohio Teachers' Association.

INSTITUTES.

"Holmes Co.—Place, Millersburgh; time of beginning, Dec. 27; duration, one week; enrolment, 76; instructors, J. C. Hartzler (Orthography, Oral Geography, and Mathematical Geography), R. B. Marsh (Elocution and Grammar), W. E. Hoyer (Arithmetic.) Evening lecturers, R. B. Marsh (Elocutionary Entertainment), J. C. Hartzler (Those Teachers). Prof. J. B. Eberly, of Smithville, was present a day and a half, and contributed much to the interest of the Institute. Officers for the ensuing

year:—Pres., W. M. Burklew; Vice-Pres., Mary Morris, A. M. Hoyer; Sec., Clara E. Everhart; Ex. Com., A. Johnson, E. Crum, J. A. McDowell. The institute was one of the best ever held in this county. Adjourned to meet in Millersburg, Dec. 26, 1881."

FRANKLIN Co.—Place, Columbus; time of beginning, Dec. 28, 1880; duration, four days; enrolment, about 150; instructors, R. W. McFarland, W: D. Henkle, A. H. Tuttle, D. J. Snyder, E. K. Bryan, and J. W. Pierson. A. L. Brooke described the Mammoth Cave, G. D. Thrailkill spoke on "Primeval, Physical, and Political Africa," and T. R. Pyle talked on "Primary Teaching." The different interesting discussions were participated in by L. L. Rankin, A. B. Coit, H. C. Bailey, E. J. Duncan, David Bragg, and D. C. Arnold. A resolution in favor of township high schools was passed. The officers and instructors were thanked, and the institute was declared a success. The above is condensed from a report furnished by the secretary, Laura A. Schoch.

JACKSON Co.—Place, Jackson; time of beginning, Dec. 27, 1880; duration, one week. We have received no report. In the previously-announced program we find the following-named persons announced to take part in the exercises:—J. W. Johnson, Hon. J. W. Longbon, J: P. Patterson, Emma Heskitt, J. E. Kinnison, A. E. McLaughlin, W. M. Johnson, G: Aten, R. R. Bane, H. J. Hunter, G. W. Fry, Columbus Weed, J. K. Stewart, D. W. Jones, John Harper, T. J. Morgan, J. J. Allison, P. F. Jacobs, G. W. Harbarger, Mary Messenger, W. T. Morgan, Hon. J. B. Paine, J. J. Bennett, Annie Waddell, D. Mackley, Hon. J: T. Moore, J: M. Stewart, L. B. C. Kirkendall, and Hon. Irvine Dungan.

GUERNSEY Co.—Place, Cambridge; time of beginning, Dec. 27, 1880; duration, one week; enrolment, 126; gentlemen 75, ladies 61; instructors, J: McBurney, and W: G. Williams; occasional instructors, Prof. Gray, Judge Follett, Joseph Stottler, and Hon. D. F. DeWolf; evening lectures, W: G. Williams, D. F. DeWolf, and J: McBurney. Officers elected:—Pres. S. J. Finley, Vice-Pres., Flora Anderson, Sec., J: M. Barr, Treas., A. C. Gates; Ex. Com., D. M. Hawthorne, W. T. Young, and Ada L. Johnson.

BOOK NOTICES.

A PRACTICAL TABULAR SUMMARY OF FRENCH PRONUNCIATION, applied to the Analysis of all the Sounds occurring in French Words. By Alfred Hennequin, M. A. Ann Arbor: Sheehan & Co., Publishers and Booksellers. 1880.

This is a little brochure of sixteen pages. It seems to be exhaustive, but the author is at times not so clear as he might be in his plan of presenting the sounds.

MARCH'S A-B-C BOOK. Boston: Ginn & Heath.

This is a beautiful illustrated 38-page primer intended to teach children to read by means of print, modified for phonetic purposes. The type is the most beautiful of any phonetic type we have ever seen. Dr. March's efforts in behalf of phonetic reform are well known.

A GERMAN READER FOR HIGH SCHOOLS, with Vocabulary and Questions. By Wm. H. Rosentengel, A. M. St. Louis: G. I. Jones & Co. 1881. Pages 128.

This reader is intended for the use of pupils in High Schools who have completed a short German Grammar. The first part of 72 pages contains fifty selections; the second part of 40 pages, an alphabetical list of strong or irregular verbs, and fifty vocabularies for the fifty selections in part first; the third part of sixteen pages contains questions in German on the fifty selections. It will be seen that the general plan of the Reader is new.

SHAKESPEARE'S KING RICHARD THE THIRD. With Introduction, and Notes Explanatory and Critical. For use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath. 1880. Pages 219. Price on cloth 60.

The introduction to this play fills more than forty pages, and, as a matter of course, displays Mr. Hudson's Shakespearian scholarship. The explanatory and critical notes fill sixteen pages. We commend Mr. Hudson's single-play volumes of Shakespeare as unsurpassed for the purpose intended by them. This is the eleventh volume of the proposed edition of twenty volumes to be published by Ginn & Heath.

PRIMARY FRIDAYS. Original and Selected Recitations for the Little Ones. Edited by Helen Gilbert. Chicago, Ill.: S. R. Winchell & Co. 1880. Page 43. Paper sides. Price 25cts.

This little brochure contains about 70 selections all in verse.

THE NATIONAL HYMN AND TUNE BOOK FOR MIXED VOICES: A Collection of Unsectarian Hymns for Use in High and Normal Schools. By L. W. Mason, Late Superintendent of Music in the Public Schools of Boston, Mass. Ginn & Heath, Publishers, Boston.

THE NATIONAL HYMN AND TUNE BOOK FOR FEMALE VOICES: A Collection of Unsectarian Hymns for Use in High and Normal Schools. By L. W. Mason. Ginn & Heath Publishers, Boston.

These neat volumes of about 125 pages each, contain hymns of all ages and denominations, adapted to the grand old tunes with which they have long been associated. The first book contains about 400 hymns, anthems, and chants, the second about 250, more of the space being used for the music. The mailing price of each is 70 cts., and introduction price 48 cts. Mr. Mason's reputation ought to be sufficient to cause all interested in securing devotional music for the higher schools to examine these books.

SHAKESPEARE'S HENRY IV. Part first. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. H: N. Hudson. Boston: Ginn & Heath. 1880. Pages 125.

This is the twelfth of the single-play edition of Shakespeare in preparation by Mr. Hudson. The elaborate and scholarly introduction to this play fills about fifty pages. The mailing price in cloth is 60 cts.

THE TWENTY-SIXTH VERMONT SCHOOL REPORT, made by the State Superintendent of Education to the Legislature, October, 1880. Rutland. 1880. Pages 58, 117. Edward Conant, Sup't.

The last 117 pages of this volume is an appendix containing a "Report on Grammar School Lands" whatever they may be. We could understand a "Report on Grammar-School Lands."

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER:

MARCH, 1881.

Old Series, Vol. XXX, No. 3. Third Series, Vol. VI, No. 3.

HISTORY IN OUR PUBLIC SCHOOLS.

G. W. Johnson, H. M. M. S., before the Wentworth Teachers' Association, October 16th, 1880.

I do not come before you expecting to show you some new thing, but rather to illustrate the plan pursued in teaching History in the Hamilton Public Schools. As a rule no subject in the school curriculum is less *taught* or worse *crammed* than history; and this arises, in a great measure, from the fact that many teachers are not, themselves, "well up" in the subject, and hence have, as they confess, no taste for it. It will generally be found that when a teacher says "I dislike teaching Arithmetic," he is not himself possessed of a "massive mathematical intellect;" when he says, with a sigh, "Grammar is such a dry study," he is not, himself, a finished grammarian; and when he says "I hate History," his reading and understanding of the subject are very limited indeed.

When we begin the History of a country we ought first to examine its geographical position and physical condition, and learn all we can of its surroundings, climate, soil, and productions, and then take into consideration its political relations with neighboring lands so as to be able to understand *how* these conditions and surroundings are *likely* to affect it.

WRITTEN ON THE BLACKBOARD FOR DISCUSSION.

(1.) *The* EARLY *history of a country* MUST *be taken up with its geography.*

To understand properly the history of a people we *must* be thoroughly conversant with the physical geography of the country and its surroundings, in order to grasp intelligently the many influences which have wrought its revolutions or contributed to its peace and prosperity. Who shall determine how much of a nation's importance or insignificance is due to its geographical position? Nearly all of Turkey's troubles during the present century are traceable to this source. The geographical position of empires influences their wars and revolutions. Perhaps an exception ought to be made in the case of Mexico which has its new revolution every morning for breakfast, without any assignable cause.

(2.) *The physical and political aspects are* INSEPARABLE.

They are building a fine edifice on the corner of King and Hughson streets, and over the door a sculptor is chiselling the British Arms. A week ago it showed only a rude outline of the intended figures, but all its parts, though half hidden in the stone, could be plainly discerned. Day by day it has been growing under the mallet and chisel and assuming fairer and more symmetrical proportions. The artist will continue to hew, here a little and there a little, till it stands forth in all its beauty. What opinion would you have of his skill had he a week ago begun his work by carefully chiselling out and polishing up a paw of the lion, next day, perhaps, the unicorn's horn, and so on, day after day working it out piecemeal? What is your opinion of the teacher who attempts to teach the history of a nation without at first "blocking out," in rude outline, it may be, its whole history, from its earliest times to the present, and then, day after day, touching it up, here a little and there a little, never allowing the historical thread to become tangled or broken, until the whole fabric in its symmetry and completeness is indelibly impressed on the pupils' minds; begins by polishing up a reign (a paw, so to speak) and next day another, and hopes in this piecemeal fashion to give his pupils any intelligent, connected idea of the political life of a nation and the causes that have contributed to its prosperity or decay?

(3.) *First a brief outline of the entire subject.*

This outline should contain few dates and be the successive steps the nation has taken from barbarism to present civilization—epochs in the political life of the nation, and not a record of its wars and the genealogy and personal peculiarities of its sovereigns. Classifications or divisions by centuries or the reigns of successive monarchs do not attain this object. The proper course to follow is to divide the history of the country into epochs, each being marked by one great event. English history would thus present itself under an outline similar to the following:—

B. C. 55, Barbarism—Roman occupation—Saxon invasion—Danish inroads—Norman Conquest—Rise of the Commons—Reformation—Revolution—Party Government—Long Peace—A. D. 1880. Such an outline would contain all the facts of first importance upon which, as a base, should be built and grouped the incidents of a subordinate nature, which go to make up the finished history. Upon this base-line should be laid successive layers of information, facts, and inferences, care being taken that the historical thread is never tangled or broken, till out of indefiniteness grows a finished, connected idea of the whole.

(4.) *Outline by epochs and teach as a whole.*

Let the epochs be the foundation upon which you build; do not exhaust one epoch and then proceed to the next; the builder does not build his house gable at a time, but he lays his bricks in courses; build up your historical structure in layers and preserve the unity or connectedness of the whole, so that the line of history once laid down shall never be broken. I have repeated this idea because I consider it all-important. As you proceed with layer after layer till the structure is complete it will be found necessary to supply fuller dates, but even then only important ones should be given, to junior pupils at least. The dates of unimportant battles and minor incidents such as the institution of the Curfew Bell, the Meal-tub plot, the Great Fire of London, the Massacre of Glencoe, and the like, have little to do with the true history of England. Some dates, however, are really essential.

(5.) *A* WELL-SELECTED *chronology is important.*

Do not teach your pupils to measure the prosperity and greatness of a nation by its warlike achievements, but, instead, give prominence to the progress of the people in political and

personal freedom, the development of its social condition, as indicated by its growing skill in arts and manufactures, agriculture and commerce; mutual intercourse and amusements; and its advancement in intellectual, moral, and religious cultivation, as depending on the diffusion of literature, the founding of schools and the like. You will find that these topics are not only more instructive and civilizing than military history, but can be made equally interesting to pupils.

(6.) *Teach the biography of the nation, not of its kings.*

The live teacher of a public school will doubtless feel that his pupils are much less concerned with the *early* history of a country than with the *later*, and will pass lightly over periods which have no palpable or vital connection with the present state of it, and will dwell most on those that have determined its *modern* institutions. The Roman Occupation, the Saxon Invasion, the Danish Inroads, and the Norman Conquest may be fitly termed the ancient history of England. Their connection with the present is, at least, remote and incapable of being realized by the average public-school pupil; but the periods of the Reformation, the Revolution, the Reform of Parliament, and the like, stand in a very different position.

(7.) *Dwell lightly on the period before the Norman Conquest.*

When the successive layers of historical knowledge have been built upon the foundation first laid in epochs; when the stream of history has been traced from its source to the present time; when the position to which the course of past events has brought the country is thoroughly comprehended, it will be time enough (and then only with adult pupils) to investigate the philosophy of History in general. Undoubtedly the design of the study of History is not alone to acquire knowledge, but to form the judgment so that it shall be able to apply the lessons of past times to the present.

(8.) *History enables us to judge of the past as of the present.*

Let us now apply the scheme thus laid down to the study of English History by beginning with that portion of it which *must* be studied in connection with its geography. First sketch on the blackboard, in the presence of the class, an outline of Europe and Britain, and dwell briefly upon the state of the country and the modes of life and habits of its people at the time of our earliest knowledge of it. It would be easy to show the route taken by the Romans and why they took it; why

those Roman walls were built, and how the habits of the people gradually changed under the Roman rule; why the Romans abandoned the country, and the natural result of this abandonment—the rushing in of the northern robbers upon a fine agricultural country; why the Saxons came over and rescued the country from the Scots only to keep it themselves; how another change in the life of the people followed; how natural and easy it was for the Danes to come; and finally the not-to-be-wondered-at Norman Conquest. Thus in one or two lessons can be taught all that is necessary for young historians to know of the *early* history of Britain. With the Norman Conquest begins the true history of England. We may now begin to build upon the "Epoch Foundation" laid down as before described. The first layer upon this would perhaps be to divide the period from 1066 to 1880 into Houses; but observe that this division by Houses does not correspond with the division by epochs:—

Four Normans from ten sixty-six ruled o'er
The Land, till 'leven hundred and fifty-four.
Then followed the potent Plantagenet line—
Eight sovereigns—it ended thirteen ninety-nine.
Lancaster and York proved a quarrelsome hive,
Six sovereigns—it ended fourteen eighty-five.
The great House of Tudor next followed we see—
Five sovereigns—it ended sixteen hundred and three.
James Stuart, sixth of Scotland, was first of his line—
It broke with his son in sixteen forty-nine.
The Commonwealth followed eleven years more,
When the people were willing the Stuarts to restore.
The Stuarts, sixteen sixty again ruled the State—
James, the last, was dethroned, sixteen eighty-eight.
The Orange-Stuart line's double sovereigns are seen
To close with Queen Anne, seventeen hundred fourteen.
The Brunswick or Hanover line, it's well known,
Has had its six sovereigns and still has the throne.

Perhaps the next layer of historical knowledge would be to name the successive sovereigns.

First William, the Norman, then William, his son,
Henry, Stephen and Henry, then Richard and John;
Next Henry, the third, Edwards—one—two and three,
And again, after Richard, three Henrys we see;
Two Edwards, third Richard, if rightly I guess,
Two Henrys, sixth Edward, Queen Mary, Queen Bess;
Then Jamie, the Scotchman, and Charles whom they slew,
Yet, after two Cromwells, took Charles number two;

Next Jamie, the second, who stopped at no crime,
And William and Mary, who reigned at one time;
Good Anne, Georges four, fourth William all passed,
And Victória came—may she long be the last.

Upon this build layer after layer of facts, causes, and results, till the structure is complete.

Similarly take up Canadian History, beginning with that part which *must* be taught in connection with its geography—from 1492 to 1608, the founding of Quebec. You will perhaps consider it desirable to refer to the Discovery of America, and to do so you again have recourse to the blackboard. Represent on it the hemispheres of a globe in use in the time of Columbus. The Eastern Hemisphere will be much the same as now except that it will contain only a portion of Asia; the rest will occupy the western half of the Western Hemisphere, showing the Atlantic stretching from Europe to Asia. To reach India three courses were open to Columbus; namely, overland, or down around Africa and across the Indian Ocean or across the unknown Atlantic. Columbus chose the last, and when he reached the Bahamas, where according to his globe, India ought to be, he naturally supposed he was in India. Hence the name Indians as applied to the inhabitants. But it wasn't India at all but a New World upon which he had stumbled, and he died without finding it out. It will be easy to show that the Spaniards having gained a foothold in the central and southern parts of America are there yet. England next sent the Cabots more directly across and laid claim to the country, part of which is now called Canada. Jacques Cartier, for France, did the same some forty years afterwards, and the rival claims thus established led to troubles many years afterwards. A couple of lessons will make this intelligible to pupils. Then dropping that part of the history of Canada which *must* be taught in conjunction with its geography we come to Canadian history proper which begins with the founding of Quebec, 1608. Lay now the "epoch foundation": 1608 to 1759, French domination; 1759 to 1792, British military rule; 1792 to 1840, Representative Government; 1840 to 1867, Responsible Government; 1867 to 1880, Dominion of Canada. Then build upon this foundation as before, never allowing the line to be broken; and instead of indefiniteness your pupils will have a clear, connected idea of the history of their country.

Thus have I given you, as briefly as I could, the plan pur-

sued in teaching History in the Hamilton Public Schools. It has been found to work well.—*The Hamilton School Magazine.*

REGULAR ATTENDANCE.

FROM KELLOGG'S SCHOOL MANAGEMENT.

There are various ways to create an interest for a time in regular attendance; those actually used will be given: A lady had a large primary school, and the attendance was so irregular that she became much discouraged. She had asked a boy to do some errands for her on Saturday morning, promising him a handsome knife. She was surprised when he told her he could not give her a moment after nine o'clock. Upon inquiry she found that a little company of boys met at that hour on each Saturday "to train"—that is, to follow a drum. If they were not punctual they lost the pleasure; if they were not regular in attendance, they were not permitted to belong to the company. She determined to profit by the lesson.

She got a drum and flag and made up a military company of those who had been punctual during the week. A cap gaily decked was fitted up for the captain, and he had a pretty sword; there was a drummer and a color-bearer. At the close of school on Friday, the company was formed and marched around the room; she reviewed them, and a suitable song was sung. The flag was then put above the class-list that showed the best attendance—each class having its list neatly framed. The result was a wonderful excitement, and by tact she was able to use this method for years, noticing no diminution of interest. It accomplished what scolding, threats, and rewards had failed to reach.

In the New-York schools, the pupils who have been punctual during the week are permitted to go home an hour earlier on Friday, but this is a stimulant that is not to be defended. It says to the pupil, "The school-room is a prison; I will shorten your term if you behave well." It would be far better to add some attraction for the whole or for the punctual.

A teacher who has been quite successful in a difficult position found it was a great aid to have a series of planned exercises for the morning. He selected some chemical and mechanical experiments for himself, and gave his scholars a part to perform. He began with having a "committee on morning

exercises;" and they were charged with the duty of having something interesting to do or say, or to invite some one to visit the school. One result was the procuring of apparatus of a simple kind, and another of an extensive museum. An experiment that never failed to please was "the electrical shock,"—it was given from a machine made by one of the pupils. From the diary kept by the teacher I will briefly gather the "exercises" of a single month.

Nov. 1, Exhibition by C. H. of a small alligator.

" 2, Stories by the boys and girls about alligators—their habits, etc.

" 3, Exhibition of a dollar steam-engine by P. L.

" 4, Another exhibition of the steam-engine, and a drawing on the blackboard to show how it went.

" 5, An address by Rev. Mr. G., who had been invited by the committee. He gave an entertaining address as he knew the object.

" 8, Exhibition of an electric machine, made wholly by W. L., one of the pupils. By the Leyden jar quite a shock was given to the entire school.

" 9, A piece of myrrh was presented by Mrs. S. This led to the subject of a museum, and a committee was appointed to report.

" 10, The "museum committee" reported in favor of a museum, and seven "curators" were appointed.

" 11, A piece of the rock of Gibraltar was presented by Mrs. C., and an engraving of the fortresses was on exhibition also. Both went into the museum.

" 12, An account of Gibraltar was given by several pupils.

" 15, John W. exhibited his pet cat. She would allow a canary bird to sit on her head. She performed a variety of feats, greatly to the delight of the school. The knowledge of the exhibition of "Pet Jessie" had crept out, and every pupil was in attendance, as well as several parents.

" 16, Several large pictures cut from *Harper's Weekly* and pasted on cards were exhibited. It led to the discussion of a "picture gallery." A committee was appointed.

" 17, The committee reported in favor of the "picture gallery," and seven "trustees" were elected.

" 18, A number of pictures were exhibited, and rules were adopted as to their being mounted on cards, and as to grouping historical scenes, etc., together, etc.

" 19, This morning T. W. brought in his cousin, who played beautifully on his violin.

" 22, This morning the violinist came again, and with Miss V. (an assistant teacher) at the piano, some new delightful music was listened to. About 30 of the parents were present.

" 23, The principal gave the boys a talk about Columbus and his times.

" 24, Two of the boys had an amusing dialogue.

" 25, A balloon was inflated by C. S. It lifted a book from the desk.

" 26, A set of pulleys was exhibited, made wholly by T. F. It was fastened to the ceiling and some experiments made.

" 28, Several articles for the museum were presented, among others some Roman coins.

" 30, The electrical machine was brought out and much amusement created.

Dec. 1, Rev. C. P. S. addressed the pupils on Rome—what he saw there. About 20 parents present.

" 2. Some Guinea pigs were exhibited by G. P.

NOTE.—The "morning exercises" were not to be over fifteen minutes in length—the regular time was ten minutes. This plan was carried out for several years, and the effect was remarkable.

The absentees would ask "What was done in the morning?" The intention was to keep this a secret—the "managers," (consisting of six pupils and the principal,) had the matter in charge, and told no one what was to take place. So much of an interest was created that parents of the pupils came in frequently. The "managers" had some invitations printed, and when clergymen and others were invited to speak these were issued; they were signed by the "managers" in behalf of the school.

The effects of the plan were quite remarkable for good, nor does the principal remember any bad results. It led to a study of general knowledge. Out of 180 "morning exercises" 20 were upon current events, 30 were exhibitions, 30 were addresses, 55 were experiments, the rest were miscellaneous. The pupils

purchased a *camera lucida*, by which pictures were thrown on a canvas,—that is, any picture from a newspaper. The "museum" accumulated over 1,000 articles, and the picture gallery as many engravings.

OUR COMMON SCHOOLS.

Special Correspondence of the Cleveland Leader.

WASHINGTON, January 29.—The report of the Centennial Exhibition, held in 1876, is just beginning to come from the Government printing-office. It may seem somewhat tardy, but it contains some information which may be of value. The report of Sir Charles Reed to the British Commission on the subject of common schools, may be read with interest, and particularly that part relating to public education in the United States. He says: It is but natural that New-England schools should lead the way, from the antiquity of their organization, all have made great progress within the last ten years, New Hampshire being the sole exception. So far as could be judged by the exhibition, Massachusetts, Ohio, Michigan, Indiana, and Pennsylvania were most distinguished, Michigan presenting, perhaps, the best system, while

NO SINGLE CITY WAS SUPERIOR TO CLEVELAND,

closely followed (in alphabetical order) by Boston, Chicago, Cincinnati, Manchester, N. H.; New Haven, Conn.; and St. Louis. The excellence was not of the same kind in each case. Thus Ohio excelled in statistical diagrams, school exercises, drawing, and the designing of lace patterns; New Hampshire and Chicago, in English orthography, the result of writing under dictation, and careful correction by the pupils. The State of Pennsylvania making, as a whole, so excellent a show in the special building placed under the admirable care of its Superintendent, Mr. J. P. Wickersham, it was not strange that Philadelphia should be less prominent, the more so as the city schools were supposed to be open to the inspection of visitors to the exhibition. It were well indeed, if it could be said of our English towns, as Mr. Philbrick reported of Boston, that "in ten years he had not met with a single child who had resided in it to the age of 14 without learning to read and write." * * * *

As to the distinct question of attendance at school, direct compulsion is not known in more than nine of the States, and

there only recently, and with results not wholly satisfactory. The National Teachers' Association is found to be urgently demanding it in several important States where indirect measures have proved a failure. One authority rebukes his countrymen in these terms: "Go up and down our cities, and how few can even seat, and how many less can educate the total number of school age? Not a single State can do it. Until this reproach is wiped out, how can any American boast that his country has the means of being an educated nation?" *

* * *

Sir Charles continues:

There is a general impression that in the United States all classes meet in the common school. This must be modified, as private seminaries are springing up in many towns, which destroy the old boast of social equality, although in the country districts it may still be said with truth that rich and poor meet together.

TEACHING AS A PROFESSION.

Teaching in the United States is not recognized fully enough as a distinct profession. It is regarded too much as a stepping-stone to some better and more settled position in life. There are more reasons than one for this state of things. The appointment of teachers depends in too many cases, not upon the fitness of the candidates, but upon personal or political reasons. One superintendent says, in regard to favoritism, "Teachers are hired first and examined afterward, and woe to that man who refuses a certificate to a friend of some member of the district committee." But it appears that the superintendents are themselves in some cases in fault: they have absolute control over the teachers and are by no means always free from political bias; so that many well-qualified persons refuse to become teachers when employment must be purchased at the sacrifice of independence. * * * * *

The low salaries given to all except the first rank of masters, operates as a hindrance to the teaching profession establishing itself as it ought to do. Female teachers receive salaries so small, especially in the rural districts, that it is no wonder they should be easily induced to better themselves by marriage; and marriage is almost universally a disqualification for further service. As it is they preponderate largely throughout the States. It is somewhat strange that in Germany, where the sexes are taught separately, all teachers are men, even in the

girls' classes, whereas in the mixed schools of New England almost all the teachers are women. And the same holds elsewhere; in St. Louis, for example, the eighty-one schools 654 teachers, of whom only sixty are men. It cannot be doubted that female teachers give a decided tone to the manners of the children, and secure an amount of deference rarely given to men. But this is no compensation for the disadvantages of the system, and Louisiana has passed a law by which women are to receive the same payment as men, in the hope that the practice may thus be checked of bidding for cheap teachers.

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The good order and discipline is a feature that strikes everybody.

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The writing in the schools is round and legible but fine, and consequently lacking in boldness. At the same time nothing is to be seen among the girls of those angular hieroglyphics so common in English ladies' seminaries.

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Normal and profession schools are rarer than they should be.

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An informal kind of normal school is constituted by numbers of teachers who, feeling their early disadvantages, voluntarily sacrifice a couple of weeks of their summer holiday for the purpose of obtaining special instruction. They meet in some central town, make their arrangements for board and lodgings, and form themselves into a class, accepting lessons from head teachers in the very subjects which they are about to teach in their schools. One such voluntary institute I had the pleasure of witnessing at Cleveland.

THE OLD SCHOOL.

The progress made in school buildings is well shown by a contrast between a school of to-day and one of a hundred years ago. The exhibition contained a log-hut school furniture in every respect after the fashion of 1776, and hence contemporary with the village-hedge school of England. The walls were formed of trunks of trees loosely put together; the forms were narrow and without back; the table rough and with no bar for the feet to rest upon. There was a Bible in old characters, an A B C, a primer, a pail of water, with a gourd for drinking cup, and the inevitable birch, supplemented by a stout leather strap, which was subtly divided at the end into four lashes.

Such was the furnishing of a common school in the days of George Washington. Now things are very different. * * *

CONCLUSIONS.

In concluding this report (only fragments of it are telegraphed—Corr.) to your lordships it may be said that America has reaped the advantages of education in the quickened intellect, widely-diffused information, general sobriety, and trained mechanical skill of her citizens. This it is that has supported her in every department of commerce and art, and given backbone and fibre to her national life. Three questions are at present under discussion among educational reformers in the United States: The maintenance of the primary school at a district grade, the apportionment of children to teachers, and the regulation of salaries. But I have ventured to touch upon matters of greater moment in referring to the lack of a central authority and uniform system of thoroughly-graded schools, to the absence of an infant department and to the dearth of qualified masters. These defects are recognized by the Americans themselves who are keen observers of their institutions, and go far to disarm criticism by their frank avowal of short-comings. They have, however, much to be proud of in the possession of excellent buildings admirably fitted, of adult teachers for all classes, and best of all in having strong public opinion in favor of regular attendance and the liberal support of the common schools.

The mottoes of the two countries are identical. In America it is, "The education of the people, for the people, by the people;" in Great Britain, "The education of the people's children by the people's officers, chosen in their local Assemblies, and controlled by the people's representatives in parliament." On the whole, England has nothing to fear in fair competition with America. Visitors from the United States admit our schools in the large towns to be on a level with theirs, and are as anxious to learn from us as we should be to copy the excellence of their system. Toward enabling us to do this the Centennial exhibition at Philadelphia has rendered notable service.

STATE EXAMINATION QUESTIONS.

Prepared by C: R. Shreve.

PHYSIOLOGY.

1. Describe the stomach, its location and functions.

2. Name the organs of circulation and state the functions of the arteries, capillaries, and veins.

3. What is the position of the lungs, their office, how filled and emptied?

4. Tell what arrangements exist for the protection of the eye. Name and describe the coats and other parts of the eye.

5. How does sleep affect the vital functions?

6. State the importance of thorough ventilation and the best means of securing it.

BOTANY.

1. Define an herb, a shrub, a tree, a root, stalk, tuber, corm, and bulb.

2. What are parasitic plants?

3. What are cryptogamous plants?

4. What plants are examples of consolidated forms of vegetation?

5. What is inflorescence; determinate, and indeterminate?

6. What is aestivation?

7. What is a cell?

8. In what does vegetable growth consist?

9. Give some account of the structure of leaves.

10. What is meant by assimilation?

MUSIC.

1. What is a scale, the diatonic scale, the mode of expressing the duration, and pitch of musical sounds? Write the notes in common use, with the corresponding rests.

2. Write and state the use of the G, and the F clef.

3. What are bars, and measures? How is the kind of time shown? Where does the accent fall in measures containing two, three, four, and six parts?

4. What is the use of a dot after a note, of a double dot? What is meant by the tonic, the leading note, a tetrachord, and a triad?

5. Write the ascending and descending chromatic scale on the G clef.

6. Write the signature of the different major scales, and tell how the tonic is found in scales of sharps and in scales of flats.

7. What is a major sixth, a minor sixth? What does a major sixth become on inversion?

8. What is the difference between a major and a minor key? Write the ascending and descending scale of the relative minor to the key of D, giving both forms.

9. Write the triads in C major, and in its relative minor.

10. Define the following terms, and write their abbreviations, viz.: piano, pianissimo, dolce, forte, fortissimo, mezzo forte, diminuendo and ad libitum. Name or write minor thirds, major thirds, fifths, and leading notes to E, B sharp, D flat, F, G flat, and E sharp.

LATIN.

1. Translate: Continuo auditae voces, vagitus et ingens,
Infantumque animae flentes, in limine primo,
Quos dulcis *vitae* exsortes et ab ubere raptos
Abstulit atra dies et *funere* mersit acerbo.
Hos juxta falso *damnati crimine mortis.*
Nec vero hae sine sorte datae, sine judice, sedes:
Quaesitor Minos urnam movet; ille silentum
Conciliumque vocat vitasque et crimina discit.

2. Scan first three lines, and parse italicized words.

3. Translate: Est haec divina atque incredibilis virtus imperatoris. Quid ceterae, quas paulo ante commemorare coeperam, quantae atque quam multae sunt? Non enim bellandi virtus solum in summo ac perfecto imperatore quaerenda est, sed multae sunt artes eximire, hujus administrae comites que virtutis.

4. Give the different English derivatives from the words in the foregoing extract.

5. Translate and explain the use of the subjunctives in the following: Quod improviso unum pagum advotus esset, cum ii, qui flumen transissent, suis auxilium ferre non possent, ne ob eam rem aut suae magnopere virtuti tribueret aut ipsos despiceret.

6. From what Latin words are the following English words derived: eliminate, attempt, ruin, companions, transcendent, counsels, mutual, league, force, and thunder?

ORTHOGRAPHY.

1. How many elementary sounds in the English language? How classified?

2. Write a table of vocal sounds, using diacritical marks, and giving words containing the sounds.

3. Write the different diacritical marks; give their names and uses.

4. Write words that contain the linguodental sounds, designating the sub-vocals and corresponding aspirates.

5. What is accent? On what part of the word does the pri-

mary accent usually fall? Write words in which the primary accent falls on the first syllable.

6. Analyze the word advertisement, as to letters and sounds.

7. Mark the accent and vowel sounds in the following: viz., fortress, carbine, deficit, interesting, financier, irrefragable, water, altercation, alternate, abdomen, compound, national, and indisputable.

8. Mark accent and pronunciation of Asia, superficies, caesura, bellows, decisive, exhibit, and beneath.

ALGEBRA.

1. If the sun moves every day 1 degree, and the moon 13, and the sun is now 60 degrees in advance of the moon, when will they be in conjunction for the first time, second time, and so on?

2. What fraction is that to the numerator of which if 3 be added the value is one-half; but if 1 be subtracted from the denominator, its value is one-third?

3. What whole number is that whose half and fifth part added together are less than 49; but its third diminished by its fifth part is greater than 6?

4. Given $\frac{4x-1}{\sqrt{4x+1}} = 3 + \frac{2}{3}(\sqrt{4x-1})$ to find x.

5. Given $x - \frac{4}{\sqrt{x^2-9}} = \sqrt{x^2-9}$ to find x.

6. Solve the equation $\frac{x-1}{x-2} - \frac{x-3}{x-4} = -\frac{2}{3}$.

7. Given $x^2 + 3 = 2\sqrt{x^2-2x+6} + 2x$ to find x.

8. The sum of two numbers is 14, and the sum of their cubes is 728. What are the numbers?

9. Divide the number 145 into two such parts that the sum of their square roots may be 17.

10. Form the equation whose roots are 2, 3, and $3 \pm \sqrt{2}$.

GEOGRAPHY.

1. Begin with Maine and name, in order, the states bordering upon the Atlantic and Gulf of Mexico; naming and locating the capital of each.

2. Describe the course of the Gulf stream, state some of its effects, and give a theory to account for its existence.

3. Locate Omaha, Savannah, Parana, Dantzic, Valparaiso, Havre, Bangkok, and Madras.

4. Where are the principal anthracite, and bituminous coal-fields of the United States found?

5. Give the geographical distribution of the races of men.

6. Describe the most direct railway route from Boston to San Francisco, naming the principal cities through which it passes.

7. Give a short account of recent arctic exploration.

8. What do the rainless regions of the Old World comprise? What those of the New World?

9. Name, in the order of their length, and describe the six longest rivers on the earth.

10. Name and locate the principal mountain systems of Europe.

TRIGONOMETRY AND SURVEYING.

1. Define sine, tangent, secant, and cosine.

2. Derive the relations of the sine, cosine, tangent, etc., to each other, employing a diagram.

3. Having the hypothenuse and the angles given, how find the base and perpendicular?

4. In any plane triangle, the sines of the angles are proportional to the opposite sides. Prove.

5. How may the angles be found, when the three sides of a triangle are given?

6. Name and describe the instruments used by the surveyor for measuring angles.

7. At a point 18 feet from the foot of a tree, the angle of elevation of the top, was found to be 62° 40′. Required the height of the tree.

8. The passage between the two objects C and B being obstructed, I measured from A to C 672 rods, and from A to B 588 rods; also the angle A equal to 55° 40′. What is the distance of the places C and B?

9. What is the meridian distance of a point, of a line?

10. How is a survey plotted from the field-notes? How is the area of a field found?

COLUMBUS HIGH SCHOOL.

JANUARY, 1881.

ALL CLASSES.

N. B.—Please answer the questions in order, and number every answer.

1. Are you accustomed to study any or a part of your High-School lessons outside of school hours?

2. How many hours each school day do you usually study at home?

3. What lesson or lessons do you usually study at home, and how much time do you give to each?

4. Do you usually study at home in the afternoon or in the evening? If both, state how long you usually study in the evening.

5. What, if any, other lessons do you have to prepare during the week besides those prepared for the High School?

6. How much time each day do such lessons consume, including time of recitation, and practice, if music?

7. How much time each day, aside from that spent on your daily lessons, do you usually spend in reading?

8. Do you read a daily newspaper? If not, why not? If you do, are you accustomed to glance through it, or do you read it quite thoroughly?

9. What weekly or semi-weekly papers are you accustomed to read?

10. What magazines do you regularly read?

11. If you had to do without all periodicals except one, what one would that be?

12. How often do you draw books from the public library?

13. Are you accustomed to draw books regularly from any other library?

14. What plays of Shakespeare have you read?

15. State what you have read of the following:

Arabian Nights, Pilgrim's Progress, Uncle Tom's Cabin, Robinson Crusoe; what works of Dickens, of Mary J. Holmes, of Mayne Reid, of Sir Walter Scott, of Augusta J. Evans, of Jules Verne, of W. D. Howells, of Mrs. Southworth, of Thackeray, of Sylvanus Cobb, Jr., of Hawthorne, of Louisa Alcott, of Oliver Optic, of George William Curtis, of Mrs. Hodgson Burnett, of J. T. Trowbridge, of Frank Stockton, of Bayard Taylor, of Hans Christian Andersen, of Wilkie Collins, of George Eliot, of Cooper, of Wm. Black, of Charles Reade.

16. Mention whose poetical works you have read; whose historical works; whose travels; whose works of fiction.

17. Name the three works of fiction which you have read that you like best.

18. Name your favorite poets.

19. How much time each day are you accustomed to give to other than school duties?

20. What time do you usually go to bed? —— get up?

21. How many evenings a week do you usually spend away from home?

22. Are you a member of any book club, or reading or literary society?

23. Do you have any trouble with your eyes? If so, of what nature? How long have you been so troubled? Do you wear glasses?

24. How do you like one session? How do your parents like it? Would you like to go back to the old plan?

RULES FOR KEEPING DAILY REGISTER AND MAKING OUT MONTHLY REPORTS.

1. As soon as a pupil is assigned to his place and begins his school duties, he is a member of the school, and he is to be enrolled.

2. If a pupil enters school after the first day of the school year, put an "E" in the space opposite his name corresponding to the day of entry. If he enters by transfer, a "T"; if by re-admission, an "R". From this time he is a member.

3. If a pupil leaves school permanently, put an "L" in the space; if he leaves by transfer, an "L T"; if by suspension, an "S". He is no longer a member.

4. If a pupil is absent through sickness, truancy, home duties, visiting, etc., he is to be considered a member.

5. If a pupil is absent through removal, suspension, transfer, or death, he is no longer a member, and the time after he leaves should not be counted as days of membership.

6. In the Daily Register record absence, not attendance. It takes less time.

7. To find the "Average Membership," (average number belonging) divide the number of days of membership by the number of days school was open during the month.

8. To find the "Per cent. of Attendance," divide the number of days of attendance by the number of days of membership.

9. Fill all blanks in the Monthly Abstract and in the General Register, using ink. If there is nothing to be recorded, put a naught in the place.

H. N. MERTZ,
Superintendent of Steubenville Public Schools.

THE OLD-FASHIONED ELOCUTIONIST.

The old-fashioned Elocutionist seems to be losing public favor. He has culminated. His culmination we have witnessed. He it was, wonderful-voiced, many-sounding man,—who amazed our youthful ears by rending, not rendering "Collins's Ode to the Passions," "Rienzi's Address to the Romans," "Tell's tremendous Monologue to the Mountains," and "Catiline's Defiance." Methinks I see him in that last grand part.

"He dares not touch a hair of Catiline!"

"*Spartacus*," too, was in his repertory, and the "Seminole's Defiance," in which latter I always admired the masterly strokes with which he "Swam the Sea of Slaughter," and the exaggerated gurgle with which he "sank beneath the wave." Nor can I ever forget his "*Parrhasius*," and the unqualified delight he took in "tearing apart those healing wounds afresh, and pressing the poisoned links into his flesh."

But perhaps, if one thinks of it in a common-sense way, the most absurd performance of the old-fashioned elocutionist was his recitation of senatorial speeches. His manner of delivering extracts from Clay, Webster, Pitt, and Burke, was such as would have amused those worthy orators. No eloquent speaker in real life speaks in anything like the way the Elocutionist represented him as speaking. Had Webster acted on any public occasion as some of my early teachers of elocution, did, on the rostrum, his friends would have sent him to the Sanitarium. When in boyhood, I heard Tom Corwin deliver an address, I was surprised to observe that he didn't put in a single bit of elocutionary eloquence,—but he thrilled me like a symphony. When I heard Horace Mann in his most splendid effort, I wondered and wondered when he would begin to be eloquent according to the books,—but after two

hours had flashed away as it seemed to me in twenty minutes, I became aware that my definition of eloquence was wrong;—aware that I had been entranced by the very quality I had listened for in vain.

W: H: VENABLE.

OFFICIAL DEPARTMENT.

Conducted by the Hon. D. F. De Wolf.

COLUMBUS, Jan'y 24, 1881.

DR ALSTON ELLIS,
Sandusky, Ohio,
Dear Sir:

I think section 4020 might have been more specific as to its intentions. Still, the whole spirit of the law seems to leave the management of schools very fully to boards of education. In "Board of Education of Cincinnati vs. Minor et al.," the court holds: "The extent of legislative action, either under the present constitution, or under that of 1802, which contained a provision quite similar to the present, has been to establish and maintain a general system of common schools for the State, and to place their management and control *exclusively* in the hands of directors, trustees, or the boards of education other than the courts of the State." The italics here are those of the judge. See also syllabus of same case, late edition of School Laws, page 73, and see, further, sections 4017 and 4007; also Sewell vs. Board of Education 29, O. S.

Hence, the safe way to interpret the said section 4020, is to assume that boards of education have full power under it to prescribe "studies to be pursued" by the several pupils, and that such boards have the authority to *enforce* the rule prescribed, as to the whole school and as to each pupil. Yet, I have seen no difficulty in practice, since boards with which I have worked have always maintained the practice of hearing parents on the subject, and, if a proper case was made, of granting pupils the privilege of omitting part of the studies of the course prescribed. We had always several lawyers on the board, and their practice assumed that they had the right to enforce the rules on the subject. The same practice prevailed regarding attendance. They never recognize the right of the parent to *dictate* that the child should attend one-half or three-fourths of the day. Yet they never made objections to parents presenting a case; and if health, or necessity, as in the case of carrier boys, required it, the board made the exception themselves, both as to attendance throughout the day, and as to pursuing, at one time, all the studies which were prescribed by the board. I say at one time, since arrangements were sometimes made with *weakly* pupils to take, in any one year, one-half or two-thirds of the studies; and to take the rest in the next year, regard being had to the convenience of the school.

I have said that the interpretation of the law which I have given, seems to me the safest, and, in ordinary cases, I think it would stand a lawsuit.

But the practice under it, which I have pointed out, seems to me so proper and so necessary under the circumstances above indicated, that I cannot tell how a court would decide a case in which such reasonable action under the law as I have referred to above, might be sought to be enforced by a suit for damages.

On the one hand, it would be said that the law seems to have given the whole control and management of the schools, as to studies to be pursued and as to attendance, both within somewhat general limits, to boards of education. On the other hand stands the manifest intention of the law, that schools shall, as far as may be, furnish educational privileges to every child in the district. See sections 4007, 4013, 4014, and others. Hence, while I think courts do recognize the first fact I have indicated, as to powers of the board to make and enforce rules, I am not at all certain that they would not charge themselves with the duty of interfering, if a board sought to enforce its rules in such a manner as would render it impossible for a weak child to attend school half a day, when it could attend half a day and could not attend all day; or in such manner as to deny all privileges of school to a child which could pursue one-half the studies which are properly prescribed to strong and healthy children, and which cannot pursue all of the prescribed studies at one and the same time, though prepared and old enough to be in the grade or class; or so as to deny all privileges of school to a boy whose widowed mother depends on his labor, and who could attend school from 9 A. M. to 3 P. M., and no more, or from 10 A. M. to 4 P. M., for example, and no more.

With the above limitations I respectfully submit the following categorical answers to your questions as you desire me to do. I need not say to you that these answers are binding in law on no one, nor will they be so if I find that the Attorney General coincides with me. Still, I have in practice taken the risk of acting on this view of the law, and I should do so again.

1. Has a parent a legal right to select the studies, and their number, which his child who is a pupil of the High School, shall pursue?

Answer.—No.

2. Is there any legal way by which a parent can refuse to permit his child to follow a course of study prescribed by the Board of Education for the school or grade for which his child is found to be fitted, and still continue the child as a member of such school or grade?

Answer.—I think not.

3. Has a parent any legal right to insist that his child shall attend school but a portion of each school day?

Answer.—I do not think he has such right. All this taken in connec- with this whole letter.

Very respectfully yours,

D. F. De Wolf,

State Comm'r of Com. Schools.

P. S. The Attorney General after retaining the above answers and suggestions in his office "a day or two, regarding this as a matter of great importance," returns them with his full approval.

EDITORIAL DEPARTMENT.

——UP to the date of this writing Feb. 14, we have received but *thirty-seven* responses to the call made last month on Ohio Superintendents for the following facts:—1. Name of Superintendent with first name in full. 2. Age. 3. Number of *previous* years' experience as Superintendent. 4. Year of service in present position. 5. Number of teachers' associated with him in the conduct of the schools. 6. Salary for 1880-81. 7. School enumeration as taken in September. We add now two additional items. 8. When elected last. 9. Time elected for. Several of the thirty-seven that have reported the 7th item have reported wrong, some giving enrolment, some total population of the district, and some only an estimate. The item can be obtained exactly from the clerk. Will those who did not report the item accurately as wanted please report immediately. We hope all the thirty-seven that have reported will kindly and promptly supply us with the added items numbered 8 and 9, as well as all those who may send reports before reading this request. We now make an urgent appeal for all the items called for, and trust that no Superintendent will hesitate to drop us a card immediately after reading this. Procrastination may end in forgetting the request.

——A FEW years ago, a distinguished philologist declared the English Language to be a "grammarless tongue." Since then, occasionally, may be heard the refrain of that mellifluous melody issuing from the lips of some Ohio teachers. I wish to protest against such a sentiment, believing it, as I do, to be false. The English Language stands alone as an uninflected language, and not a language of forms, as are the Latin and the Greek. While it is said that other languages are self-evolved, yet the English tongue is none the less an evolution embodying a growth and resting on fundamental principles. To say that the majority of the text-books in common use are defective and that the present teaching of it in our schools does not secure satisfactory results, does not argue against English Grammar as a science. It proves, rather, a lack of systematic and rational method in collecting and applying its principles. Much labor, skill, and learning are required to do this; for the English tongue is the culmination of many—very many discordant elements; yet out of disorder has come order,—out of discord has come harmony.

Thus by slow growth, by pruning and shaping, we have as a result, a language, which, for strength, flexibility, and beauty, stands first in the catalogue. The English language has drawn from other tongues their excellencies as well as their irregularities; and while the former have been retained, the latter have long been and are still in process of elimination, tending toward unity and simplicity. The author alluded to in the first part of this note boldly asserts that ours is a "grammarless tongue," and then straightway essays to write two volumes—grammars,

in fact, giving directions for correct speaking and writing announcing the right way and denouncing the wrong way, stating grammatical principles, yet without formulating them. I think it neither wise nor consistent blindly to follow this "grammarless-tongue" phantom.

C. C. DAVIDSON.

——IT has been only a few years since the Board of Trustees of colleges have recognized men engaged in public-school work in Ohio in the conferring of honorary doctorates. We recall now the following names of persons engaged in the public-school work of the State upon whom the honorary degree of doctor of philosophy has been conferred within the last few years:—D. F. De Wolf, John Hancock, John B. Peaslee, Robert W. Stevenson, Samuel Findley, D. D. Pickett, Alston Ellis, Reuben McMillan, John Simpson, and W. J. Myers. Any omissions in this list will be gladly supplied in order that the record may be complete to 1881.

EDUCATIONAL INTELLIGENCE.

——THE High-School Course at Shreve, Ohio, requires four years for its completion.

——JOHN SMITH'S March (price 35cts) has been published by Will L. Thompson & Co., East Liverpool, Ohio.

——"THE Kindergarten Messenger" is now published as a 2-column octavo, at Syracuse, N. Y., by C. W. Bardeen.

——THE fourth term of the Western-Reserve Normal School at Milan, under charge of B. B. Hall, will open April 11.

——THE program of the School celebration at Washington C. H., of the anniversary of Robert Burns's birthday was an excellent one.

——"A bill (S. B. No. 304) to provide for furnishing a series of Readers for the use of the Common Schools of the State" has been brought before the Ohio Senate by Mr. O'Hagan.

——THE address by Dr. E. T. Tappan, at Chautauqua, on "The Complexity of Causes," has been printed in pamphlet form at the Office of the Ohio Educational Monthly, at Salem, Ohio.

——IN the latter part of January, Burns was honored by the schools of Fremont, Ohio, by the pupils giving special attention in their literary and special work to memorizing, reciting, and singing selections from his poems and songs.

——"THE School Herald" is the title of a new venture in Chicago. It is an 8-page, 2-column, covered semi-monthly. It is intended to be a kind of general news summary for school use. It is published by W. I. Chase at 165 Dearborn Street.

——A school library has recently been started at Cortland. Funds have been raised by subscription. Three hundred volumes have already been purchased. The Cortland Schools celebrated the anniversary of Washington's birthday.

—The teachers of Fremont are at work preparing a list of 300 books of Biography, Voyages, Travels, History, Science, Poetry, and Fiction, for the guidance of the Grammar Grades, or for pupils from ten to fourteen years of age.

—Oberlin rule of school membership.—"In case of absence we continue to mark "*absent*" till the 11th half day, (or five full days) and then mark 'withdrawn.' But if we are informed at any time of the withdrawal of any person, we mark 'withdrawn' at once."

—The Photozetian Society of the Piqua School was announced to celebrate Longfellow's birthday. The senior class gave one month to the study of Macbeth, and spent February upon Washington Irving. The Piqua Schools use the telephone. To what extent we do not know.

—There are nine teachers at present in the Wellington Public-Schools with an enrolment of 430. The per cent of attendance in the Fall term of fifteen weeks, was 97, and the number of cases of tardiness 35. For the corresponding term in 1879, the enrolment was 400, and the cases of tardiness 64.

—"The Public-School System a Failure. A Reply to Richard Grant White. A Paper read before the Massachusetts Teachers' Association, December, 1880. By B. F. Tweed," is the title of a 14-page brochure published by Lee and Shepard, of Boston. Mailing price 10cts. In quantities per 100, $5.00, carriage extra.

—The West-Township (Columbiana Co.) Teachers' Association met at Moultrie, Jan. 22. C. E. Essic conducted a parsing class. The exercise elicited much discussion. In the evening there was an exercise by a reading class, followed by select readings. Queries were discussed. Adjourned to meet in District No. 2, Feb. 5, 1881.

—The previously-announced program for the meeting of the Warren-County Teachers' Association, at Lebanon, Feb. 12, was as follows:—N. H. Bartlett, Primary Reading; Laura Greely, Essay; L. F. Coleman, Bosh among Teachers; W. F. Kelley, Is there any remedy for Bosh in Teaching; J. C. Hart, Paper; G. J. Graham, Address.

—The method of getting school membership in Portsmouth is, Sup't Friesner writes, "when a pupil leaves" for a definite period or purpose, he is marked "withdrawn" at once. So if a scholar remains out 3 or more consecutive days on account of sickness of self, no days are counted due. In all other cases the 5-day," [rest of copy lost].

—The Knox-Township (Columbiana Co.) Teachers' Association met at Mile-Branch School-house, Jan. 15. F. J. Beck spoke on the "Infinitive," W. W. Weaver on "Mathematical Geography," and L. E. Weaver on "How to conduct a Recitation." Queries were discussed. Teachers present 17. Adjourned to meet Feb. 12, at District No. 4.

—The previously-announced program of the Southwestern-Ohio Teachers' Association for the meeting at Cincinnati, Feb. 26, was as follows:—"The Revision of the Course of Study in Common Schools," discussion to be opened by F. M. Allen; "The Study of Natural Science," C. E. McVay; Reports of Committees and General Business.

——The report of the Portsmouth Public Schools for December shows tardiness of teachers 5; enrolment 1893; average daily attendance 1698; per cent of attendance 95; tardy marks 251; excuse marks 107; cases of corporal punishment 110; truancies 20; number of pupils perfect in attendance 709; whole number of teachers 42, one of whom is a special teacher of German.

——The program given last month of the meeting of the Warren-County Teachers' Association at Lebanon, Jan. 22, was followed out to the letter. The first two papers and the fourth were discussed respectively by Messrs. Mitchell, Cunningham, Bennett, Ludlum, Leonard, and Price; Coleman, Mitchell, Leonard, Ludlum, Cunningham, Benbow, and Bennett; Bennett, Morrow, Lukens, Wood, and Ludlum. The attendance was large, all parts of the county being represented. Adjourned to meet in Lebanon, Feb. 12.

——The previously-announced program of the "Fourth Annual Teachers' Association of Wyandot, Hardin, Hancock, and Seneca Counties for the meeting at Carey, Feb. 12, 1881, was as follows:—"School Promotions," E. P. Dean, discussion by J. W. Zeller; "Course of Study," Sup't Baker, of Upper Sandusky, discussion by D. F. Fryer; "County Superintendency," D. E. Niver, discussion by U. G. Stringfellow; Reading—Selections, C. L. Van Cleave, discussion by E. L. E. Mumma; Familiar Talks to Teachers, H. S. Lehr.

——The previously-announced program of the Southern Division of the Columbiana-County Teachers' Association for a meeting at Yellow-Creek School-house, Feb. 5, was as follows:—Geography, A. R. Martin; Square Root, W. C. Grafton; The Verb, H. F. Earseman; Penmanship, A. H. Reed; Spelling, H. M. Grafton; School Government, D. F. McQueen; Query Box; recess, one hour; The Infinitive, J. L. McDonald; Discount and Premium, J. F. McQueen; Proportion, A. C. Smith; Reading, W. G. Martin. The evening session was to consist of select readings and debate. Question: That reading and writing should be made necessary qualifications for voting.

——The West-Township (Columbiana Co.) Teachers' Association met Jan. 7 and 8, in Subdistrict No. 1. The President, J. L. King, opened the exercise with a neat speech. J. F. Whiteleather spoke on School Government. I. P. Hole lectured on History. After fifteen minutes had been devoted to queries, I. P. Hole spoke on "Winds." Mathematical Geography was the subject of a general discussion. The Infinitive was discussed by—[name not given in the report]. Saturday evening I. P. Hole delivered an address on "School Government, relating to Parent, Teacher, and Scholar." Adjourned to meet in sub-district No. 3, Jan. 22.

——The Northeastern-Ohio Teachers' Association met in Cleveland, Feb. 12. Pres. B. A. Hinsdale delivered an inaugural address.—An attendent till noon reported so much of the meeting. The program called for a paper by W. G. Ballantine on the "Present Aspect of Spelling-Reform" to be discussed by I. M. Clemens, and a paper on "Latin Pronunciation," by Isaac Bridgman, to be discussed by Z. P. Taylor. At this writing, Feb. 14, we have learned no further particulars of the meeting, nor of the

Friday evening discussion at the Forest-City House. A dozen of the Salem teachers left here Thursday evening to visit the Cleveland Schools on Friday, and attend the Association on Saturday. They returned Saturday afternoon.

——We acknowledge the receipt of State School Reports from the Honorables, Jos. C. Shattuck, of Denver, Colo., W. K. Pendleton, of Wheeling, W. Va., and the Hon. W: H. Ruffner, of Richmond, Va.; also Circulars 4 and 5 of the Bureau of Education on Rural-School Architecture and English Rural Schools, from the Hon. J: Eaton, Jr.; also from A. T. Wiles, of Newport, Ky., three reports for years 1878, 1879, 1880; the Cortland-Normal School Controversy; University of Kansas, 1879–80; from W. W. McCray, of Logan, Ohio, School Report for 1880: Oberlin College, 1880–81; and Dr. J: J. Anderson's pamphlet on "Did the Louisiana Purchase extend to the Pacific Ocean? And Our Title to Oregon." Published by Clark & Maynard, New York, N. Y., at 15cts.

——Columbus is now the third city in population in Ohio. The Report of the Superintendent, Dr. Robert W. Stevenson for the term ending Jan. 28 gives the following facts:—Registered, 7,432; average 6,570; daily attendance 6,084.6; daily absence 485.4; per cent 93; High School—first class 226, second 133, junior 64, senior 77, total 500; Grammar Schools, A 384, B 406, C 546, D 759, total 2,095; Primary Schools, A 900, B 908, C 981, D 1,192, total 3,981; Grand Total 6,576; Teachers in High School 16, Grammar Schools 57, Primary Schools 78, Special Schools 2, Superintendents 2, total 155; Cases of tardiness 819, sittings 7,498, days taught 2,874, truants 19, visits of Superintendent 413, of Assistant Superintendent 49, of Prof. Wentworth 133; of parents and friends 907, of music teacher 157, of drawing teacher 172.

——We gave last month the previously-announced program of the meeting of the Clark-County Teachers' Association at New Carlisle, Jan. 15. The report shows that the program was not strictly followed. The address of welcome was made by Dr. Young instead of Dr. Meranda, and the response by H. C. Gibbs, and not by J. T. Tuttle. Dr. E. Ebersole was absent and so was D. W. De Lay. The latter's subject was presented by W. G. E. Pope, followed by O. B. Trout, C. M. Davis, W. T. Davis, and John Holmes. By request Dr. Young read from a teacher's journal of the date 1810. Dr. Hensley's Club furnished music, and the citizens entertained the teachers, about twenty-five in number. The rest of the exercises were according to program. Adjourned to meet in Springfield the third Saturday of March.

——The average daily attendance in all the Public Schools of New-York City in 1880 was 132,869, of these 19,549 were in the boys' grammar schools, 19,787 in the girls', 2,753 in the mixed grammar schools, 48,833 in primary departments, 21,505 in primary schools, 571 in colored schools, 9,543 in corporate schools, 7,876 in evening schools, 1,250 in Normal College, 897 in Training Dep't, and 105 in the Nautical School. Substituting the number taught for the average daily attendance the numbers above given become respectively 267,441; 33,838; 34,645; 4,750; 101,342; 45,756; 1,359; 23,109; 18,733; 2,191; 1,527; 191. The number of teachers

were 3,357, distributed respectively to the schools named above, omitting the Nautical School, as follows:—602; 584; 98; 1,022; 498; 27; 264; 197; 38; and 37. The Report of Sup't Jasper is for the year ending Dec. 31, 1880. We cull the above items from a sketch of the report given in the New-York Daily Herald, Feb. 7.

——The following is from Sup't J. W. MacKinnon, of London:—"In a recent issue of the Monthly, you ask for the different methods of finding the *Average Membership* of pupils in the schools of the state. My method is as follows:—If a pupil enters school at any time *after* the beginning of the month, as a new pupil, of course no account is taken of the time of that month *previous* to his entrance. If a pupil *leaves* school at any time, and we know that he does *not* intend to return, we mark him withdrawn at once, and take no further account of him. If, however, we do not know his intention, and cannot learn whether he will be back or not, we carry him *five* days, and then mark him withdrawn. From this, then, we are able to get the actual number of days due to the school. Dividing that number by the number of days of school taught, we get our '*Average Membership.*'"

——We had intended to be present at the meeting in New-York City last month of the Department of Superintendence of the National Educational Association, but physical invalidity prevented. We learn from the *New-York Daily Herald* that Wednesday's program as we gave it last month was followed except that no allusion was made to Dr. Hough's address. Whether delivered or not we cannot say. Reports in daily papers frequently contain omissions—reporters often getting their information by hearsay. Wednesday evening a temperance dinner was given at Delmonico's at which impromptu toasts were proposed and responded to. In the Herald's report of Thursday it states that Dr. Elisha Harris was absent, but it makes no allusion to Mr. Rickoff. The rest of the program was followed with the addition of an address on Temperance by Mrs. Mary H. Hunter. The attendance from other States seems to have been small. The week was a disagreeable one for travel. We notice, however, that Aaron Gove, of Colorado, was present, and also the Hon. James P. Slade, of Illinois.

PERSONAL.

——Daniel B. Moak is serving his sixth year at Westwood.

——Samuel F. De Ford is serving his eighth year at Ottawa.

——Leonidas W. Martin is serving his second year at Roscoe.

——Seneca C. Patterson is serving his third year at Bluffton.

——William R. Comings is serving his seventh year at Medina.

——Hampton Bennett is serving his fifteenth year at Franklin.

——E. F. Warner, Ph. B., is Principal of the Dalton High School.

——Richard B. Marsh is serving his fourteenth year at Mt. Vernon.

——Charles Haupert has charge of the Schools of Port Washington.

——JEFFERSON MADISON YARNELL is serving his eighth year at Barnesville.

——PROF. Robert Kidd has been teaching elocution at Gambier to a large class.

——Z. E. RUTAN is serving his second year as Superintendent of the Public Schools of Shreve.

——J: P. PATTERSON, of Washington C. H., seems to be in demand for Institute work, judging from the inquiries for his services.

——MINNIE AINSLIE, Mary A. Pool, Dora Beattie, and Maria Landgraf are Miss Emma Paddack's assistants in the Sandusky High School.

——F. M. GOODEN has resigned his place as principal of the Schools of Greenwood, Ind., to accept a position in the "Southern Indiana Normal," at Paoli.

——W. W. GIST closed his labors as a teacher at Willoughby last June, and now has charge of two churches, one at Kirtland and the other at Wickliffe.

——THE Hon. J. J. Burns, J: W. Dowd, and C: L. Loos have all accepted invitations to read papers before the National Educational Association at the next meeting at Atlanta.

——ROBERT CLARKE & Co., of Cincinnati, Ohio, have a general bookstore which is probably not surpassed in variety and magnitude by that of any bookstore west of Philadelphia.

——ALPHONSO WOOD, the botanist, died at his home at West Farms, N. Y., Jan. 4, 1881, at the age of 71. He was at one time connected with the Ladies' Seminary at College Hill in this State.

——SUSAN CRUMBACKER, for eight years a teacher in Wheeling, W. Va., has succeeded Miss Coffin in the High School of Martin's Ferry. She was formerly a pupil of the Hon. J. J. Burns.

——ELLA GRIFFITH, of the Niles High School, resigned her place in January to accept the position of first assistant in the Canton High School as successor of Miss Seiss. Miss Griffith is a graduate of the Salem High School.

——MATILDA H. ROSS, of Columbus, Ohio, has been chosen to take charge of the Kindergarten Department of the Cook-County Normal School at Peoria, Ill. This Department goes into operation the first of this month.

——SARAH F. COFFIN, who taught in the High School at Martin's Ferry from January, 1860 to July, 1865, and again from September, 1872, to Dec. 24, 1880, has returned to her home in Lynn, Mass., on account of the death of a brother's wife.

——EMMA A. SEISS, first assistant in the Canton High School, resigned in January her position on account of ill health. She was, as a teacher, both faithful and efficient. She was the recipient of valuable presents from each of the High-School classes.

——JABEZ LAMAR MONROE CURRY, D. D., LL. D., has been chosen as

the successor of the late Barnas Sears as General Agent of the Peabody Fund. We hope he may be able to bear up under his long name and superadded titles. He was born in Georgia, Jan. 5, 1825. He was a Texan ranger in 1846.

——Van Antwerp, Bragg & Co., of Cincinnati, have sold to Robert Clark & Co. their entire Jobbing stock of Miscellaneous School Books and Stationery, in order to devote their whole attention to the publishing and manufacturing their own publications. The success already achieved by this well-known publishing house is one of the marvels of the country.

INSTITUTE.

Wayne Co.—Place, West Salem; time of beginning, Oct. 25; duration, one week; enrolment, ——; instructors, C. W. Oakes (English Grammar and Geography), J. D. Luse (Vocal Music), and Prof. Sharpe (Elocution); lecturers, C. W. Oakes ("Mt. Vesuvius, Pompeii, and Herculaneum"), Dr. S. J. Kirkwood ("The Moon"), and the Hon. J. J. Burns ("The Boy and the Man"). Officers elected:—President, Z. E. Rutan; Vice-Pres., E. C. Yost; and Secretary, Mrs. Cheadle.

BOOK NOTICES.

The Art of School Management. A Text-book for Normal Schools and Normal Institutes, and a Reference Book for Teachers, School Officers, and Parents. By J. Baldwin, President of the State Normal School, Kirksville, Missouri. New York: D. Appleton & Co. 1880. Pages 504.

This book after the Introduction is divided into ten parts with the following titles:—Educational Instrumentalities; School Organization; School Government; Courses of Study and Programmes; Study and Teaching; Class Management; Examinations, Records, and Graduation; Professional Education; Systematic Progress in Education; and Graded Schools. The titles of the chapters in the respective parts are as follows:—Part I.—School Grounds, School Buildings, School Apparatus, Kindergarten Gifts, District-School Libraries, School Text-books, and School Hygiene. Part II.—Preparatory Work, School Tactics—Principles—A System, School Classification, Opening Exercises—Seating and Recesses, First Day of School, and Practical Suggestions by Practical Teachers. Part III.—Elements of Governing Power, School Regulations, Enforcement of Regulations, Principles pertaining to School Punishments, Judicious and Injudicious Punishments, Corporal Punish ment, Management of Individual Pupils, and Conditions of Order—School Duties and Rights. Part IV.—The Circle of Science, General Course of Study, Course of Study for Elementary Schools, How to Use the Course of Study, The Programme in Ungraded Schools, and Position and Work of the High School. Part V.—Rules for Study, Conditions of Study, How to Study—Office of the Teacher, Art of securing Attention and Study, Work for the

Little Ones, Objective Points in Education, and Principles pertaining to Education and Teaching. Part VI.—Principles relating to Class Management, Lessons and Class Work, General Class Methods, Auxiliary Class Methods, Questionable, Erroneous, and antiquated Methods, Art of Questioning, and Golden Hints to Teachers. Part VII.—School Examinations, Marking Grades, School Records and Reports, and Graduation in Elementary Schools. Part VIII.—Professional Education of Teachers, Normal Schools, Management and Work of Normal Institutes, Management of Township Institutes, and the Coming Teacher. Part IX.—Vital Educational Principles, Perfection of School Systems, Conditions of Educational Progress, Educational Supervision, Links, County, Educational Waste, and Educational Reforms. Part X.—Educational Evolution, Graded-School Systems, Duties of School Boards in Graded Schools, Course of Study and Programme, Grades and Grading, and Examinations, Records, and Reports.

ON THE THRESHOLD. By Theodore T. Munger. "Many men that stumble at the threshold." Boston: Houghton, Mifflin and Company. The Riverside Press, Cambridge. 1881. Pages 228.

This is a book intended for young men. The topics discussed, namely, Purpose, Friends and Companions, Manners, Thrift, Self-Reliance, and Courage, Health, Reading, Amusements, and Faith, show that the author has seized upon themes that deserve the close attention of all young men who expect to succeed in life. We commend the work for its timely suggestions and pleasant style. No young man can read it carefully without having acquired valuable advice, and the reasons on which the advice is based.

SHAKESPEARE'S HENRY IV., Part Second. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Published by Ginn & Heath. 1880. Pages 201. Mailing price, 65cts in cloth.

The Introduction to this play, giving its history, occupies about fifty pages, and the critical notes at the end of the volume about a dozen pages. It is hardly necessary to say anything further of the ability of the editor as we have already noticed twelve of Hudson's single-play volumes.

SHAKESPEARE'S HENRY THE FIFTH. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Published by Ginn & Heath. 1880. Pages 194. Cloth. Mailing price 65cts.

The topics treated by Mr. Hudson in the 34-page introduction are the "History of the Play," "Why Falstaff is not Introduced," "Characteristics of the King," "His Intercourse with Falstaff," "His Moral Complexion," "His Frank Human-Heartedness," "His Wooing of Catharine," "His Bearing as Christian," "His Civil Administration," and "General Reflections."

THE NEW EDUCATION. School Management, A Practical Guide for the Teacher in the School Room. By Amos M. Kellogg, A. M. New York: D. L. Kellogg & Co. 1880. Pages 107. Price 75cts.

The author of this little book was formerly Superintendent of the Ex-

perimental Department of the New-York State Normal School at Albany. The titles of its twelve chapters are Introductory, Visit to a Well-Managed School, Love for the Work, The Principles which underlie School Management, The Teacher in the School-Room, Regular Attendance, Discipline or Training, Penalties, The Teacher must interest his Pupils, The Teacher must fully employ his Pupils, The Teacher must conduct his work systematically, and Miscellaneous Suggestions.

THE AMERICAN PHONETIC PRIMER, for teaching Good Reading, by the only Philosophical Method. By Elias Longley. Cincinnati: Phonetic Publishing Company. 1880. Pages 36.

This is a beautiful little book, and beautifully printed. Many of the phonetic attempts to introduce new letters engender opposition because of poor printing and unshapely letters. The Latin alphabet which is used in printing the English language, and the chief European languages is characterized by simplicity, and hence the aversion that many have to new and more complicated letters. Mr. Longley's 43-letter alphabet has nearly all the simplicity of the Latin alphabet, 23 of the letters being the same, *q*, *x*, and *c* being discarded. Taking it all in all we believe that Longley's alphabet, which he calls "The American Phonetic Alphabet," is the simplest that has as yet been proposed. We approve of making the alphabet consist of more letters than there are elementary sounds, for the diphthongs *i*, *oi*, *ow*, and *u*, are best represented, each by a single character. Mr. Longley devotes three closely-printed pages to telling how to teach reading phonetically.

With this primer we have received an excellent chart beautifully printed in black and red, just the thing for teaching the elementary sounds to classes in schools, or to attendants upon Teachers' Institutes.

AN INTRODUCTION TO GEOMETRY UPON THE ANALYTICAL PLAN. By F. H. Loud, Professor in Colorado College. St. Louis: G. I. Jones & Co. 1880. Pages 109.

The author intends primarily this little book as an Introduction to a text-book on Analytical Geometry which he has already in great part prepared, and will soon print if this book meet with a sufficiently favorable reception. We confess that we see no place for this book in a course of study. Works on analytical geometry have a sufficient introduction in the works that precede them in the ordinary mathematical course. The work is mainly a treatise on plane trigonometry, and the mensuration of volumes.

THE

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Organ of the Ohio Teachers' Association,

—AND—

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JAPAN NOTES.

UP THE MOUNTAIN.

Many weeks ago I left my readers at a small village at the foot of Fujiyama, with the honest intention of taking, with them, a brief rest before beginning the serious business of making the ascent. But weeks and months have come and gone leaving the task unaccomplished, and now I am reminded by the arrival of the December number of this journal that, some time ago, the first part of this mountain story must have been printed and, let me fondly hope, read. I must, therefore, really undertake to conclude the account. The fact is that climbing a mountain is no easy task, even if it be done "on paper." Just now as I look out of my window and see the distant summit of Fujiyama, white with snow which has been lying upon it for months, the task of going to the top does not seem to be an inviting one. Nevertheless we will rise bright and early after our night's rest at the little hotel and start upon our journey.

Theoretically everybody begins the ascent of Fujiyama at about five o'clock in the morning; practically, everybody gets started at about eight o'clock. One would hardly regret the loss of the one hour from five to six, during which he indulges

in dreamy debates with himself as to whether he will get up at all or not; but along with it will always be lost at least two more in the vexatious delays in making arrangements consequent upon the deliberation in doing things which seems to be a national characteristic. Aside from our extra clothing and our food, we had only a chronometer to be carried, but, in all, the load was too much for one man so two had to be selected and employed. There are a number of men living around the foot of the mountain who are called "go-riki," a term which, I am told, is not used elsewhere in Japan. The word means a man of great strength or power, and these men have cultivated to a high degree that particular kind of power which enables them to carry burdens to the summit of the mountain. They present no appearance of unusually-great strength, and the foreigner is often inclined to reject all who offer their services because they seem to be utterly incapable of performing the task. Our two men had about seventy pounds, each, of weight to carry, and during the day's climb they were often obliged to stop and wait for us to overtake them, as we did not desire to be separated too far from the base of supplies.

After leaving the village there is a distance of several miles in which the inclination is not great and over which the road is so respectable that horses are able to travel upon it, and we did not begin our regular tramp until we had accomplished this distance by their aid. Climbing a mountain upon horseback is an absurd farce, only excelled by riding to the top in a steam car. It was only when we were started upon our own feet, armed with a pilgrim's staff, that we felt that the work had actually begun. The lower part of the mountain, perhaps the lower half in altitude, is covered with a thick growth of trees and shrubs which gradually alter in their size and nature as the height increases, until the huge tree finally degenerates into a little stunted dwarf, not more than a few inches in height, which immediately suggests the thought that it has grown under pressure. It seems to have been growing for many years and yet getting no bigger.

Through this fringe of vegetation around the mountain the path is very narrow, very crooked, and often worn into a deep gully by the flow of water from the snow of the previous winter, so that if you happen to meet one who is coming down the mountain when you are going up it is a matter of some difficulty to make the passage successfully. In general, how-

ever, the journey down the mountain is made by a path entirely different from that followed in the ascent. During a considerable portion of the way the branches of the trees meet over your head and the growth is so thick that no view is open in any direction; in fact, for a long time while you are *on* the mountain you see less of it than you would if you were anywhere else within a hundred miles of its summit. You can only go on—up,—up, having all the while the comforting assurance that if you only keep doing so long enough you must eventually come "out of the woods." At frequent intervals the path leads through a small temple or shrine, at each of which will be found one or two priests who will receive with great satisfaction any contribution the traveller may feel inclincd to make, and in return will stamp, in huge red characters, an acknowledgement of the same upon his hat or shirt or, should he be prejudiced against reminiscences of this sort, will give him a written certificate of the fact that he has visited that shrine and contributed to its support. A genuine pilgrim prefers to have the stamp applied to his garments, which having once been white, look like the show bill of a chinese type-founder by the time the top of the mountain is reached.

After several hours of this sort of getting on, and after having done what seemed to be enough climbing to have taken us to the summit, vegetation began to be less in our way. Now and then we had views of the regions we had left below us and of a portion of the mountain above us, still to be conquered, the summit, however, remaining concealed behind clouds during most of the day. Just about the time we emerged from this belt of green and began to tread upon the reddish brown lava of the naked mountain we reached what is called the "first station." From this point there are ten of these stations, the tenth being upon the summit. They are rude huts built of solid, regular masses of lava about a wooden skeleton framework, and they are used as resting-places by the pilgrims who can always procure of the keeper a cup of tea and a little rice. I will confess that I had long been looking for this station, and I had had a sort of an impression that we must have missed it, in some way or other, long before. Soon after leaving it we found ourselves entirely above the limits of vegetation, so that while resting for a few moments whenever fatigued, we could enjoy the fine views which were spread out

below us. The path now zig-zagged back and forth, to make the distance greater and the angle less, over coarse ashes, and often larger fragments of lava, into which our feet would sink at every step, rendering the work by no means easy. By far the toughest bit of work was in the neighborhood of the fifth and sixth stations. Here the ascent was much steeper and the path led over a portion of the mountain over which a stream of molten lava had poured, and which had solidified in great billows always hard and often smooth and difficult to climb. Along this portion of the route we fell into some of the habits of the pilgrims. We were continually falling in with bands of these, and their mode of doing the work interested us a good deal. Marching in single file with their leader at the head, their quaint costumes and monotonous chant or prayer,—"Rokkon—shojo"—a prayer for cleanliness and purity in the eyes, ears, nose, tongue, body, and heart,—which they constantly repeated in a loud tone, rendered them capable of attracting the attention, even of a tired man who would have given more than a dollar for the privilege of lying down and going to sleep. This chant enabled them to step in unison, and we discovered, or fancied that we did, that it had a marked influence in keeping up the spirits of those who were inclined to lag behind. Their rests were frequent, generally after one hundred steps forward. In this particular we imitated them. Like the pendulum in the old story, we were discouraged when we considered the total amount of work which was yet to be done; but when we divided it up into small bits and only thought of finishing it off one bit at a time, we got on easier. At last as evening approached we reached the eighth station. This is the last regular stopping-place before reaching the top, as the ninth was destroyed by snow and storm some time in the last winter. The distance from the eighth to the top is not great and it is generally accomplished in an hour or a little more. Pilgrims who reach it in the evening generally remain there all night as there are no arrangements for keeping them on the summit. We entered the hut to lie down for a few minutes' rest before undertaking the finish. Within we found one of our party who had gone up the day before and who had been obliged to come down to the eighth station on account of illness resulting from the rarity of the air on the summit. Almost immediately we were joined by the others who had also come down from the summit hoping to meet us at this station that

they might inform us that arrangements for remaining all night upon the summit were not yet complete. Under the circumstances it is easy to imagine that we were not obstinate about the matter, and that we easily surrendered to the necessity of remaining all night at the eighth station. After this question was settled I stepped out of the door of the hut and saw what I cannot soon forget, although I had the same experience several times afterwards under more favorable circumstances at the summit.

During the last two or three hours we had been so intent on getting up that we had not thought to look behind us. In the mean time we had left the clouds far below us. On one who had climbed few mountains outside of Ohio, the impression made, by looking down for the first time from a height of over two miles, was very strong. Far below me was a vast sea of white clouds with here and there a break through which some feature of the landscape could be discerned. But the most remarkable and the most impressive thing I saw was the shadow of the mountain itself. The sun was setting behind the mountain, in fact it had been invisible for some time, and now a great black cone of shadow fell upon the curtain of clouds below. As the sun sunk lower down this cone lengthened out until its apex touched the distant horizon, and after that it seemed to rise up in the very air itself. I will not describe the night in the hut at the eighth station where, with other pilgrims we were packed away like bricks in a wall. A fire was kept burning in one corner of the room and, as there was no chimney, the room was constantly filled with smoke. In consequence of this there was a continuous battle waged between the fellows away from the door, who wanted it kept open, and the fellows near the door, who wanted it kept shut on account of the severe cold. We slept soundly, notwithstanding this and many other discomforts. But I am convinced that a hotel kept in this style anywhere else in the world would hardly receive so generous a patronage. On the next morning we easily and quickly reached the top and made ourselves at home in our tent which was pitched near the edge of the crater. The crater is nearly round, is perhaps one quarter of a mile in diameter and about four hundred feet deep. At present it shows no sign of activity and a good deal of snow lies in it the year round. By two o'clock in the afternoon we had our pendulums suspended ready to swing, and had

begun the work for which we had come. Through the kindness of a Buddhist priest we were allowed to mount our apparatus in a small temple, built of blocks of lava, situated near the tent. This proved to be an admirable place for our work, but I fear that our occupancy of it for two or three days produced, in the minds of the pilgrims who visited the mountain at that time, no end of perplexity and confusion of ideas. They persisted, for some time, in throwing in their offerings as they passed the door, generally aiming at the chronograph which, from its complexity and its revolving cylinder of white paper, possibly seemed to them to be some newly-contrived plan for opening up communication with the gods of the mountain.

During our stay there were times when there were no clouds below us and we had magnificent views of that portion of Japan, as far as the eye could reach, the Pacific Ocean occupying a large portion of the field of view. At other times we could see nothing whatever below except a sea of clouds. At all times the sky above us was cloudless, except that a few hours before we left the summit a cloud came and took us in. Then we could barely see an object twenty feet away. During the day the bright sun made it comfortably warm, at night it was very cold, and our thick clothing and ulster coats, reinforced by many extra wraps brought up from below, failed to keep us warm. The barometer stood at about 19.4 inches, so that we had less than two-thirds of a square meal of air. We all experienced some difficulty in breathing and several of the party were made positively ill in consequence. I felt no particularly unpleasant effects from this rarity of the atmosphere until the last day of our stay when my head began to be affected and I was glad that the work was all done.

Finally we came down the mountain and, as everybody knows, this is an easy thing to do. In doing this, however, I learned one thing, a bit of knowledge which cost me dearly, and I give it as a piece of advice to those who have not had a similar experience. In going down a mountain, *don't go too fast at first.*

Although this is not the proper place in which to record the scientific results of the expedition, I am aware that many readers of this journal are interested in matters of this sort and I may, therefore, be pardoned for briefly referring to them. The principal object was to determine the force of gravity on

the summit of the mountain. The pendulums which we carried there had been vibrated previously in the physical laboratory of the University at Tokio, and their periods of vibration at that place were accurately known. Although everybody believes in the law of gravitation yet it was nevertheless interesting to see, in less than five minutes after the pendulum at the summit had commenced to record its vibrations on the chronograph sheet, that it was vibrating slower on the mountain than at the sea level.

Briefly the results, as reduced, are about as follows:—

The force of gravity at Tokio had been previously determined to be 9.7984 metres, and on the summit of Fujiyama it was found to be 9.7886 metres. Theoretically, at the height of the summit it ought to be 9.7865 metres, so that the difference, .0021 metres, is due to the attraction of the mountain. From this, knowing the form and mass of the mountain, we might compute the density of the Earth. We do not know either of these exactly, but an approximate solution has been made which gives for the result, density of the earth = 5.77. Or, assuming the form of the mountain and the density of the earth, which probably differs little from 5.67, we can compute the density of the mountain, and this gives, density of the mountain = 2.08.

The latter result may be of use in discussions concerning the structure of the volcano, and of volcanoes in general.

Tokio, Japan, January 19, 1881. T. C. M.

A STATE SCHOOL SYSTEM.

[*Extracted from the advance sheets of the Ohio School Report of the Hon. J. J. Burns.*]

A State system of public instruction should embrace adequate means for the proper training of teachers. It would be true wisdom, as well as genuine economy, for the State of Ohio to give recognition to the private normal schools now in operation, and to encourage the founding of others at suitable locations, and by thus aiding to bring them up to a prescribed standard, gain the right to a voice in their control and place them under the supervisory care and visitation of a State Board of Managers, the diplomas whereof to be valid as State certificates.

By giving State aid to this cause she would be acting in company with her sister Commonwealths: Alabama, Arkansas,

Connecticut, California, Georgia, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Michigan, Missouri, Mississippi, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Vermont, West Virginia, Wisconsin, Utah.

The greatest extravagance is the employment of poor teachers, even if they worked without wages. No State or community can afford it. This assertion, or its equivalent, has grown trite and lost much of its meaning except in the minds of those, who, possessing a lively sense of the value of a good education, and the importance of correct training and example during the child's early years, make the case their own and reflect: What kind of a teacher should *our* children have?

Another essential feature of a complete school system is, that every school is under the inspection of a skilled expert, or Superintendent. This is more imperatively demanded when so many persons enter the schools as teachers, who have had no previous training, and who are in possession of but very limited scholarship. Then, failure to supervise for the purpose of encouragement, caution, advice, is to risk a waste of time and money, and the loss of all the grand results which are the children's rightful inheritance.

Experience and observation only strengthen my conviction that our plan of organizing and managing rural schools is radically defective.

In season and out of it, possibly, it has been pressed upon the attention of the tax-payers of Ohio, that, leaving out of the question all stronger considerations, when, in each county, such vast sums of money are every year expended passing into the hands of a large number of workmen, it would be economy and good business management to have some responsible manager to see that the money is expended to the best advantage.

The tax-payers aforesaid pay little heed to the opinions of school men. They know, or imagine they know, that these gentlemen are influenced by selfish motives, are wishing to feather their own nests, and other pleasant metaphors in the same vein.

As a brief chapter of current history upon this topic, County Superintendents, or Commissioners, are elected or appointed in nearly all the States of the Union. Township superintendents are elected by the people in Vermont and Michigan, while the

new school law of Alabama provides for both township and county superintendents.

The amount of money that could be saved by a better system of management would maintain the needed number of normal schools and pay reasonable salaries to a full corps of competent county superintendents. This would require a saving of only a small fraction of one per centum of the total school expenditures. At the same time competent teachers could be better paid, and the efficiency of the schools be largely increased. It is the old maxim over, that workmen who know how to do a given task will work to better advantage; and, while earning better wages, will save time and money for their employer.

The fatal objection seems to be that, for the first few years, the saving would not be apparent, while there would be a necessary outlay. So there is when a mower or reaper is bought to supplant that poetic implement, the cradle.

Two kinds of school districts—city and township—are enough, and in the latter, there should be no subdivision of authority. That is, the township, like the city, should be under the jurisdiction in all its school affairs of a township Board of Education, elected by the township at large. These gentlemen should be selected with special regard to the duties of employing teachers, and, in the control of their schools, of representing, on the one hand, the people of the district, and on the other the sovereignty of the State. They should be men of some education, eminently trustworthy, and of good business habits.

The persons composing this Board, five or six in number, should be paid a reasonable compensation for their service. Township trustees are paid. Why not pay officers to whom more important functions are entrusted?

It would be an improvement on the present plan to commit the schools to the township trustees; and if the officers could, by a change of our Constitution, be chosen for three or five years, we should have a far more rational mode of rural-school management than the one we now *enjoy*.

The plan here advocated would not remove the schools from the hands of the people, nor alter the present sub-district lines, only as time and careful investigation would show good reason for changes.

The ease with which these changes are now made, and the fact that the *motion* is often voted on first and discussed after-

wards, is harmful. Instances occur where hasty action raises a cry of opposition, which is followed by equally hasty undoing; but a neighborhood contest was excited which did not quiet by a vote of the Board.

The township sub-districts have too much law and too little justice; and a good illustration is brought forward when we notice that there is a method now by which a sub-district can be created, against the will of the Board, and must then be left in the hands, and largely at the discretion of the body which had formally decided that it would be bad policy to form it, and which now, perhaps, grudges it an existence. There may be a planet whose inhabitants are of such a mould that when one has publicly stated a conclusion to which he has come, but is overruled in the action to be taken, he labors with soul, mind, and strength, to prove that he was wrong and the other right, but its sweet influence does not seem yet to have reached the globe with which we are more immediately concerned.

But illustrations are not limited in number to those already given.

The law prescribes, and the Board of Education resolves, that all the schools of the township shall continue the same length of time. The directors of the respective sub-districts, acting independently, determine when their schools shall *open* and *close*.

The Board fixes the amounts of tuition-fund for the year; the directors employ the teachers and fix their monthly wages; and though the directors of a given sub-district must not "exceed the amount of money to which the sub-district is entitled for the purpose of tuition for such year," suppose they do exceed it—and they often do—what then? The law authorizes them to give the teacher a certificate stating the amount due him, which certificate he presents to the township clerk. This officer knows that it calls for a larger sum than that to which they "are entitled for the purpose of tuition," but when he reads a little farther down in section 4018, where it says, the clerk upon presentation of such certificate, etc., "shall draw orders on the township treasurer for the amounts certified to be due * * and the treasurer shall pay the same," he naturally wonders in what manner he may fulfil the whole law. Usually, like a military man, he obeys the last command received, and the treasurer finds himself unable to pay the

order "for lack of funds"; or if he pays it, the sub-district is allowed to draw upon its next year's fund—to get in debt to the district—which is a thing not intended by the law in any case.

Again, the Board adopts a course of study and selects the text-books to be used in all the schools of the township. Here there need be no interference, but there *is* plenty of it. The directors of some sub-district refuse to make the required change, or they approve of a change made by the teacher without authority from the right source. How shall a uniformity of text-books throughout the township, the end directly aimed at by the law, be secured? The Board can not discharge the teacher, for that can be done only by the directors. Some legal gentleman steps forward and suggests a *mandamus*, to bring these directors to a sense of their official duty. But before the law's delay provides a quieting of the trouble, there has been a change, probably, in the membership of the Board, or a change in its opinions, the unlawful book has gained the right to stay, and the seat of war is transferred to some other part of the township.

If a teacher who is engaged for six months be illegally discharged at the end of one, he may bring suit against the directors and get his wages for the next five months, and so draw out all the tuition-fund of the sub-district for the year. The Board of Education is not bound to *duplicate* for that sub-district, and, at any rate, it will likely be months before it holds a meeting. Meanwhile, how is the school in that sub-district to be maintained? A village or city Board could find a path around the obstruction and would be pretty sure to do so, so as not to magnify their official mistake in the eyes of the public. The directors are helpless, and the children are liable to go untaught.

The Board of Education assigns pupils to the schools, and often receives them from other districts. These must, of course, be placed in some sub-district school or schools whose teacher was employed by the directors without any knowledge of this extra work—that is, a contract is altered by a paramount authority and neither party has a remedy. A case occurred recently where eighteen pupils were assigned to a school after the session opened and the conditions under which the teacher labored were radically changed. This is not fair business dealing.

In the exercise of a legal right the Board resolves that Physiology or Algebra, or Botany, or History, shall be taught in the schools. It would be notable to find a township, where after such action has been taken by the Board, half of the teachers employed by the directors are licensed to teach the additional branch.

The teacher wonders which to obey: The statute of the State or the statute of the Board of Education. This dilemma is avoidable but it is not avoided. Many persons suffer impalement on one or the other horn.

These are some of the reasons—the minor ones, the main ones having been given in previous reports—why I am for the third time saying to the General Assembly, and to that body which makes General Assemblies, that our system for managing the schools of the country districts calls for reform. It is needlessly complex and vexatious. It is contradictory. It is hard to follow by those who wish a guide. It is easily ignored by those who would rather be a law unto themselves. And in making this list of some of the evils which so easily beset the "wheel within a wheel" plan, I affirm that I drew no aid from my imagination and did not severely task my memory.

In a good system of public schools the responsible duty of licensing teachers should devolve upon a committee of the best school-men in the county. The county should command their service. Actual success in the school-room is a more important consideration than grace and ease in answering questions on paper. But this "weightier matter" can not be tested unless an inspector of the *school* has a part in the licensing of the teacher. Otherwise, we tithe the mint and cumin.

Life-long teachers of the common branches should have a readier way than now of escaping the drudgery of periodical examinations, and becoming in the eye of the law professional teachers for life. If in addition to the fact that one is recognized as a professional teacher, his tenure of place could be made more secure, and success be the only condition of its continuance, he would stand upon a higher plane and could justly be held responsible for yet better work. The shifting sand of annual elections with a steady minority in the Board wishing for a change, is not an eligible foundation for a lasting structure, though it may afford an easy method of dropping from the pay-roll "without prejudice" one who fails to give satisfaction.

Some approach, at least, to an equality of school privileges should be afforded. At present, Ohio furnishes examples of school districts which afford advantages equal to the best in the land, and, I fear, other examples much resembling the poorest. Of course, no friend of popular education desires to have the former levelled down, but the citizen whose views are broader than his own neighborhood does hope to see in the latter a gradual levelling up. And it must be gradual, for the conditions of progress are different in the extreme, between a sparsely-peopled township with poor roads and few bridges, bare school-houses wide apart, a small tax list, not a shelf of good books within the children's reach, periodical literature! represented by the organ of one of the political parties, the teacher, one who is thought fit to teach our school because the pupils are not far advanced and are few in number, the contrast, I say, is great between this true picture and the other bright one which I need not draw. Yet that back township is the one which needs help from without. Those pupils have rights which want recognition. No wonder they are not advanced. Suppose the right teachers, able, earnest, enthusiastic, to be placed and continue in charge of those schools. An intellectual light would shine thence to the borders of the district.

LITTLE WAYS WITH LITTLE ONES.

Indeed, do not we Primary Teachers need a thousand and one little ways to deal with the bright, waiting little minds before us?

I confess I always tremble when I look into their pretty, mischievous faces and think that I am the chief instrument to lay the foundation for their future career as students, and that habits I teach may cling to them during their whole school course either for good or evil; and still more appalling is the thought, that a human soul in its most plastic state is ours to mould for Eternity.

I am afraid we are often inclined to forget this fact and think of our pupils simply as machines which we are to teach to obey us, and fill their heads with letters, words, and figures, not thinking that this drill is for something outside of the school-room; and the pupils in turn have the same idea of us, only with a little variation; indeed, I can remember when I myself thought of one of my teachers as a machine, wound up

Monday morning and running down Friday night, not like the rest of humanity, but a peculiar species of her own. I have always had a horror of being thought of in this way, by my pupils, and have tried to make myself the *friend* as well as the *teacher* of my little ones. A "good morning" and a "good night," a little pat on the head, or the asking of "Whose little boy or girl are you?" will work wonders in bringing you nearer to them. I also try to arrange my school work so that I am free at recesses and other intermissions to talk with them, and allow them to tell me, all of the little things that interest and please them, and I am surprised to find how many little hints they unconsciously throw out, that aid me; and how interested I get in "our cat and dog," "the new tooth that the baby has," and the many other things that form their little lives. I beg of you *do* be friendly with your little ones, for so many of them come from homes where the poor tired mother has little time, and often little inclination or tact, in finding the inner heart of her children, and all the beauty of their natures will be gradually withered, until after a while no one can find it; and the Flower which was created in the image of its Maker, will only have the bodily form.

I am afraid that some of you will strongly object to my ideas of school ways. I may myself change them after I have had more experience, as already many of my ideal plans, before I became a teacher, have been scattered to the winds, and I do that which I have said time and again, I never would do. I do not believe in a perfectly-subdued *primary school*, at least my children do not seem to learn half so much as when things are bright, lively, and vivacious. I am alway delighted when they can do disorderly school-room acts in an orderly, quiet manner. At most times, I have found by experience, that by controlling myself, I can control my pupils. Some mornings as the children come into the school-room, I can tell what the day will bring forth, unless they are checked and subdued. They are noisy, restless, and ruder than usual.

I have often found by going through the opening exercises in a calm, quiet manner, hardly speaking above a whisper, that before I was ready to commence work every one was ready to attend to lessons.

I always require that each one shall sit up straight, elbows against the back of the seat, and hands clasped while the pencils and sponges are being passed, as I think those few

quiet minutes before the commencing of work have a quieting influence on the rest of the day. Little drills in the moving of feet have often aided me in keeping order, for instance, some day, when they are particularly noisy with their feet, I have them raise one foot and see how quietly they can set it down, the same with the other, now with both; then move them front, now back, to the right, to the left, and in this way teach them *how* to move them quietly, instead of forbidding them to lift their feet from the floor, as some teachers I know do.

Especially in teaching beginners to read, do we not need all the ways we can know of, hear of, think of, and dream of?

If you watch little children at play, you will see how soon they tire of a new plaything—they are forever wanting some new world to conquer, so in their lessons, if the same humdrum plans are gone over, day after day, the children lose interest in them.

A little variety is enough, if it is too startling it loses its effect: children, like older people, are best pleased when they can be led on, from what they know, to what they do not know, it seeming still as if they knew it all the time.

I always have a preparatory lesson before the lesson in reading. We talk about the new words, I have them say something with each of the new words in. Read the place in the lesson containing the word, spell it, tell me the letters backward (to have them closely observe how the word looks.) Talk about the picture. Tell them a short story about some word that they know very little of, and then as I always print the new words on the blackboard, and both print and write for the more advanced class, I require each one to be able to tell the words as I point to them, skipping around.

To keep their attention I appeal to their imagination; and you can not think how we all enjoy the things which we imagine. Did you ever hear the story of the father who was out walking with his little boy who became very tired and insisted that his father should carry him. Instead of doing it the father handed him his cane, and said, "Here my son, ride this home." The little boy took it, and was soon prancing along, enjoying his ride, and forgetting all about being tired.

So in my classes; some days we take rides, and all those who pay good attention, and read well, get to go. Other times we have parties, and all those who stand up straight, like little ladies and gentlemen, and have a good lesson are invited; or

on the same conditions we go to the woods. Of course each "pretend," as we call it, must correspond to the lesson, or they are not impressed with the words.

The lesson about *cab, and, nag, ham, man*, would do for the ride. "We will pretend that all those who have a good lesson can go with me to take a ride in the cab." Then point to the cab. "Now what must we have besides a cab? Horses? Yes, —but as we are little folks, we shall want little horses. What do we call little horses,—nags? Yes, that is right, here is the word *nag*. Now we have a nag *and* cab. Do you see this little word *and?* Be sure to look at it well, for I am afraid some of you will forget it. Shut your eyes and see whether you can think how it looks. Now a cab, this won't hold very many so I am afraid I can't take but the very best ones, so you will all have to try to be the best.

Now what shall we do with *man* and *ham?* Yes that will do, we can stop somewhere for supper, and have *ham*, and we will hire a *man* to drive for us." Then I point to the different words and have each one tell them to me; after this we read the lesson, and as each one finishes I tell him whether he can go or not, of course expressing regret when I say some one can not go, especially, if he has paid good attention.

Sometimes I have to crowd to get them all in, or perhaps hire another *nag* and *cab*. The *fan* and *had* lesson (I am speaking of the lessons on Sheldon's Charts, and in the Primer) would do for the party.

Map, sap, gap, and *ram*, for the walk to the country.

This may all seem very foolish, but *we* enjoy it, and by their little faces I can tell how disappointed they are when they do not get to go to the "pretend." Other times I have them go through the actions indicated by the words, if it is *run*, I have some one run; if *walk*, some one walk across the room; if *wind*, I let some one go out of doors and see whether he can feel the wind, or some one go to the window and tell me what the wind is doing.

I might tell of many more of my foolish "little ways with little ones," but I am afraid I have told enough now to give me a reputation, not enviable; but each and all of us will have to adopt the methods best suited to ourselves to make a success of our work. I think I am particularly favored in having a Superintendent who never comes into my room but that he gives me some new idea.

Trusting we shall all go back to our work with a determination to study our pupils, study our lessons, and adapt ourselves to them, I think by the aid of the Father above, we may all succeed, at least, in a measure. MATTIE WHITTLESEY.

Read at a meeting of the Northern Division of the Columbiana-County Teachers' Association.

EDITORIAL DEPARTMENT.

——We have now the names of 70 Superintendents who have sent us the seven items first called for. Twenty-nine of these have failed to furnish items 8 and 9. There are Superintendents who have not responded at all. Why is this?

——The Public-School teachers of Cleveland have forwarded to us through Mr. Luther W. Day, a draft for $100 to make Andrew J. Rickoff, Superintendent of the Cleveland Public Schools, a Life-Director in the National Educational Association. The compliment is a deserved one, and the teachers of Cleveland have the credit of leading off in a movement which we hope will be followed in other cities. Mr. Rickoff was the second President of the National Teachers' Association. He presided at Washington in 1859. We could name the Superintendents of a number of cities in the Union as well as some State Superintendents both incumbent and retired, that deserve a like recognition for their educational zeal and services. We are ready to receive any number of $100-Life-Directorship's checks. All the money received for Life-Directorships in the National Educational Association is to be permanently invested for the benefit of the Association. State Associations may also become Life-Directors. We hope the Ohio Teachers' Association will, at its next meeting, vote to become a Life-Director, and send its annual representative. The Philadelphia Teachers' Institute is the only Association that has as yet become a Life-Director.

——It is a burning shame to the intelligence of Ohio legislators that they have not long ago enacted into a law the features embodied in the two bills now before the General Assembly presented by Judge Enoch G. Dial, of Clark County, who, we are glad to say, taught us Latin and Greek thirty-five years ago. It is a mistaken idea that legislators should pass no laws that are not called for by general clamor. Many of our best laws have been passed in accordance with advance sentiment. If they had been submitted to a vote of the people for approval as a condition precedent to their passage they would not have been passed. These laws have by their enforcement educated the people, and now they endorse what they would before have condemned. The main features embodied in the Dial bills have been recommended by every Ohio School Commissioner from Samuel Lewis to the present incumbent, the Hon. D. F. De Wolf, who is, we are glad to say, fighting gallantly and vigorously for the leading principles of these school bills. He ought to have the encouragement of every friend of educational progress in the State. A prominent Ohio-college man writes to us in a letter this day (March 5) received, as follows:—"How long will this State debate about sparing a hundred thousand dollars to prevent the waste of a million? A million dollars is

an under estimate of the amount that is worse than wasted by the employment of inefficient teachers. Worse than wasted, for the money had better be thrown into Lake Erie." This is strong language, but the frivolous objections urged against the proposed reform are enough to arouse righteous indignation. The present Ohio-school system is greatly admired and loudly extolled by the objectors. The eminent Ohio men that obtained their early education in the ungraded schools are an argument, these objectors think, in favor of these schools and of the retention of the system. The present Ohio school system did not exist in Greece, and yet Ohio with this boasted system has not produced a poet equal to Homer, an historian equal to Thucydides or Herodotus, a philosopher equal to Socrates, Plato, or Aristotle, or an orator equal to Demosthenes. If the argument is worth anything let us abolish the Ohio system of education and adopt that of ancient Greece. The objectors need have no fears that the Dial bills will introduce the dreaded graded-school system into the rural schools. If the bills were passed these schools might retain all their present good features and be greatly improved by the addition of others. Commissioner De Wolf, in the Columbus *Dispatch* of Feb. 17, effectually, in a column-and-half article answers the weak objections to the Dial bills as given in the Ohio *State Journal* and *Sunday Herald*. We had intended to reproduce this article entire, and may do so yet, but as it has doubtless been read by the legislators, for the present, we prefer to enforce our *Commissioner's* trenchant article by the following able and judicial editorial from the Dayton *Journal* of March 8, and also by an able article from Dr. I. W. Andrews, President of Marietta College, published in the Columbus *Dispatch* of Feb. 21. They ought to convert those teachers in Ohio that oppose reform.

The State of Ohio expends in round numbers eight millions of dollars per annum on her public schools. Her citizens, to their honor be it said, have been nobly generous in their expenditures for the free education of the children of the State. It is believed by the most of them, no doubt, that the State has the best system of education in the country. This is an error. Among all the Northern States she has about the poorest. She is the only one of those States that has made no provision for the professional training of the teachers of her schools. And she stands among the very few that have neglected to provide any supervision for her ungraded country schools. Twenty years ago, Ohio was far in advance of her sister Indiana in all matters pertaining to the education of youth; but if the former persists in her indifference and do-nothing policy, Indiana will be far ahead of her in less than half a dozen years.

There can be no economy where there is no system, and the administration of schools is no exception to the rule. There can be but little doubt that with a wise organization of our school system we could get more for six million dollars than we now get for eight millions, and that, too, without reducing the average of teachers' salaries one cent.

The Hon. E. G. Dial, Chairman of the House Committee on Common Schools, has recently introduced into the Legislature two bills, which, if they become laws, will exercise a marked influence on the educational interests of the State. One of these bills is to substitute for the present cumbersome sub-district system of the ungraded schools of the country, the township system—that system which administers the school affairs of the township through a single board, the six members of which are to be elected by the vote of the people of the township at large. The advantages of such a scheme over the present sub-district one are so obvious that they scarcely need to be pointed out. By filling its membership by an election at large it is certain that men better fitted for the discharge of the important duties involved in the management of the education of youth will be obtained; the

conflict of authority that now so frequently arises between the boards of directors of the sub-districts and the township board, and the unseemly wrangles arising from this conflict would be avoided; the number of unnecessary school-houses built would be largely diminished; the township would be divided into fewer districts, and in the way best suited to the wants and convenience of the people; better teachers would be employed; the school funds of townships would be expended on a more equitable basis, and finally there would be a large saving of money in other ways which time does not allow me to mention. On the point of economy Mr. Dial does not claim too much in saying that he believes an average saving of $700 per township would result from the passage of his bill. This favorable conclusion is not the result of an unreasoning fancy, but is the result of the experience of the many States in which the township system has been tried. The decision, founded on this experience, is everywhere in favor of the township system, and there is no instance where a State which has adopted the system has indicated the desire to go back to the sub-district system. It can not be denied that it reflects unfavorably on the wisdom of our legislators that such a law as Mr. Dial proposes has not been enacted long since. Samuel Lewis, one of the ablest educators our country has yet produced, recommended the measure when he was State Superintendent of Schools, more than forty years ago. Indeed, it seems impossible to imagine any reasonable grounds for opposition to the bill, and it needs no argument for its support beyond a statement of the beneficial effects which must inevitably follow its adoption.

Mr. Dial's second bill is for the establishment of County Supervisors of Schools. This is nearly related to the first, inasmuch as it is designed to improve the country schools.

There is a perfect unanimity of intelligent educators, the world over, on the proposition that the efficiency of any system of public education depends more largely upon intelligent supervision than any other agency. So thought Victor Cousin, and so think Matthew Arnold and all the other educators of our day, who have discussed the question; and the practical experience of the cities and towns of our country abundantly verify the correctness of this view. As an illustration we need but contrast the schools of Boston, New York, St. Louis, Chicago, Cincinnati, and Cleveland, which possess a more or less competent plan of supervision, with the schools of Philadelphia, which have none. The city and town schools of Ohio are admirably organized and their work well supervised, and—whatever uninformed and carping critics may say—they are among the best schools of the world. It is the purpose of Mr. Dial's bill to provide, so far as it is practicable, like advantages for our ungraded country schools. For these schools no beneficial legislation has been had for nearly thirty years. Whilst immense improvements have been made in other schools, these, so far as legislation has been concerned, have stood still. Intelligent men in and out of the legislature have long deplored this neglect, and fifteen years ago, during the Commissionership of that patriotic and far-seeing educator, John A. Norris, a vigorous effort was made for county supervision—an effort which lacked but three or four votes in the House of being successful, and which received every vote of the Hamilton-County members.

In a few States where it has been established, county supervision has not entirely met the expectations of its friends. But this has been from no inherent defect of the system, but because sufficient guards have not been incorporated in the provisions of the law to exclude effectually all incompetent men from the office. The Ohio bill has been so carefully drawn as to provide ample security in this direction. But even in the States where the laws in this matter just framed are most defective, the evidence of the beneficial effects of county supervision upon the schools, notwithstanding such a serious drawback, is most conclusive.

The only objections to the bill yet brought forward, are that its tendency is to over-grading of the schools and centralization of authority. This centralization is a terrible bug-bear to timorous souls, but there is no immediate danger of a centralization of power in school matters in our various counties that will overturn our system of government. Such an objection is too flimsy for serious consideration. And as to the other objection; ungraded, notwithstanding our best efforts for the classification of their pupils, must the country schools ever remain—and more is the pity. The sparseness of a farming population will

always assure this. Yet if the two measures of Mr. Dial, and one more, the establishment of State Normal Schools are adopted, these country schools will become the most honored of all our classes of schools.

PRESIDENT ANDREWS ON THE PROPOSED SCHOOL LEGISLATION.

Two bills for the improvement of our schools are now before the people of the State for their consideration. One looks to the union of the schools of a township under a single board, and the other provides for a County Superintendent. Those who advocate these measures claim that the usefulness and efficiency of the schools will be promoted by their passage. The question for the people, and for their Senators and Representatives, to consider is just this: *Will the proposed legislation make our public schools more useful and efficient?* Of course it is implied that this be done without adding unduly to the expense. There are many things which it would be desirable to have done but the great expense is an insuperable obstacle. Is it well, *all things considered*, to make these educational changes?

My own conviction is clear that the educational interests of Ohio would be greatly promoted by the proposed legislation, and that the children and youth of the State are suffering for the want of it. It will be noted that these changes will affect chiefly the schools of the country in distinction from those of the towns and cities. The writer of this article may say, though it may seem a little egotistical, that he has a wide acquaintance with the prominent educational men in the country, men connected with the public schools of the different States, and he knows that the general impression of Ohio schools is most favorable as to those in the towns and cities, but not so as to those out of the towns. The prominent teachers of other States are continually expressing their surprise that Ohio does not make those changes which experience elsewhere has proved to be so beneficial. It is their conviction that the young people of this State are obliged to encounter obstacles in their pursuit of educational advantages which the Legislature should remove.

Thirty-five years ago the single-district system prevailed in the towns of the State as well as in the country. And when the graded or union system was proposed in a town—for it was introduced into a good many towns by local action prior to the passage of the general law—the same objections were made to the change as are now made to these proposed legislative measures. But who would have the old system restored in our towns? The change wrought was marvellous. In many places the number of schools was doubled within a year or two. This was partly owing to the fact that many parents had before sent their children to private schools, and partly because the schools were made so good that they attracted many children of parents who were wholly indifferent to their education. The public schools of the towns of Ohio were revolutionized by the changes then made in the system.

It is now proposed to apply to the townships the same features in substance that were then introduced into the towns. Can this be done? Is it practicable? Some good men are doubtful about it. But there are two things to be said here: one is, that the teachers of the State are, with scarcely an exception, in favor of it; the other is, that the measure has been in successful operation elsewhere. In regard to the testimony of the most successful teachers of Ohio, it cannot be said that they know nothing of the country schools and their difficulties. Nearly all these teachers have taught in schools under the single-district system. From their own personal observation they know how much teachers in such schools have to contend with. They know how much more might be accomplished with a better system. As to the trial of the system elsewhere, is it wise to reject what those say who have put it to the test? In everything we are all seeking for the best ways, the best methods. When a new plan has been proposed and fairly tested, it certainly deserves careful consideration. It is thus that the world makes progress. Civilization consists in following what careful thought and successful experience show to be improvements. And we trust those who have the best opportunities of observing and judging, There are doubtless places even in the United States where the telephone would be pronounced impossible. But all who have tried it believe in it. They may not be able to explain the principle, but they know that it works successfully.

It is objected that these measures will make the schools mechanical; that they

will diminish flexibility and increase rigidity. There may be instances where in *town* schools a very narrow teacher or superintendent may leave the impression that the pupils are like the grain going through the hopper; they are ground out. But what would such a teacher do under the old system of single districts? If he works his school too much like a machine now, he is nevertheless prevented from doing much harm. But under the old methods there would be very little educational work done by such men. No system will give a man brains. If a man uses the graded system in a lifeless, mechanical way, his pupils are greatly to be pitied. Of course, any wise parent would prefer to have his child under a first-rate teacher in an ungraded school to having him taught by a simpleton or an ignoramus in a graded one. But any teacher will do better under a good system than under a poor system, and his real professional character will show itself sooner in the former than in the latter. The graded schools of our towns have created multitudes of our best teachers. They have become what they never would have become in skill and real educational power had they remained in ungraded schools.

We must not push the idea of *individuality* too far. It is said our children come out of the schools all alike. But we must not therefore give up all classification. Do not the pupils all need a knowledge of arithmetic, and of geography, and so of other branches? Shall we no longer teach by classes because one boy is a little quicker than another? The objections made to the proposed bills on the ground that thereby the system would be too systematic and rigid, would, if carried out to their logical result, require every pupil to have his own private teacher. And even then the teacher might not understand his pupil, and the mischief wrought be far greater than now. We must have schools, and classes, and systems; and we ought to have teachers with brains and sense. It will be a great pity if our legislators fail to give us a good system because a weak teacher sometimes tends too much to machinery.

As a friend of the youth of our good State, I hope that our Legislature will remove some of the obstacles now in the way of educational progress by passing the proposed bills.

——Alston Ellis, Superintendent of the Public Schools of Sandusky, writes to us under date of March 7, as follows:—His two suggestions are deserving of careful consideration.

School statistics, when properly and honestly compiled, afford an interesting study to the teacher whose interest in this work extends beyond the bounds of his own school-room. To superintendents of city schools, the annual school statistics of neighboring cities possess a special interest. The only drawback is that such statistics are not accessible until their value is lessened by age. The reports of superintendents are rarely exchanged until from six to eight months after the close of the school-year for which they are prepared. The superintendent who wishes to refer to the school statistics of a neighboring city must content himself with figures a year and a half old, or obtain fresh data by personal correspondence. The latter plan, in many cases, is not sure to bring the desired information. The School Commissioner's report is nearly a year old before it is issued in print. Still worse is the case of the report of the Bureau of Education at Washington. The report for 1878 is the latest information we have from that quarter. The Ohio Educational Monthly has always furnished its readers with the latest news in regard to the workings of Ohio schools. In the October number of 1878, a page of important school statistics was given. Twenty-two cities were represented. The editor made an attempt to add other cities to the list but with poor success, the failure resulting from the negligence of those called on for the facts necessary to extend the table. Now, if the superintendents of schools, in places having a population of 2,000 or over, would compile certain statistics and forward the same to the Monthly not later than the middle of July, 1881, a compilation could be made, and put into print prior to August 1, 1881. The items reported might be as follows:

1. Name of city, town, or village.
2. Population by the census of 1880.
3. Enumeration of youth as taken in September, 1880.
4. Number of different pupils enrolled.
5. Average daily attendance of pupils.
6. Total sum paid for supervision and teaching for the school-year ending August 31, 1881.
7. Local levy in mills for the school-year 1880–1881.
8. Salary of Superintendent for the school-year 1881–1882.
9. Number of pupils studying German.
10. Number of pupils studying Music.
11. Number of pupils studying Drawing.
12. High-School statistics:
    A. Boys enrolled. B. Girls enrolled.
    C. Boys graduated. D. Girls graduated.
13. Cost of tuition per pupil in high schools, based upon the average daily attendance.

From these items an instructive table could be compiled. The publication of the table in the Monthly would bring it before the notice of the leading superintendents of Ohio, and give them reliable data to refer to in the preparation of their annual reports. Every item *can* be reported by the time above specified if each superintendent will give the matter attention. I have never had any difficulty in getting the items together within three days after the close of the schools in June. In conclusion, permit me to call the attention of the readers of the Monthly to the advantage of preserving the numbers and having them bound at the end of the year. My library contains all the volumes of the Ohio School Journal, and The Ohio Educational Monthly. These are among the most valuable educational works I have. The decision of Commissioner Burns, Vol. XXVIII, page 49, and that of Commissioner De Wolf, Vol. XXX, page 85, relating to the powers of boards of education to establish a course of study and enforce its provisions, have been worth more to me than many times the outlay for the volumes. This is but a single instance of the many that might be mentioned.

Will you, Mr. Editor, indorse the suggestions herein made, and make an earnest appeal to superintendents throughout the State for their coöperation?

Yours fraternally,
ALSTON ELLIS.

Sandusky, O., March 7, 1881.

——The battle is on once more. We refer to the contest on the two education bills now before the legislature,—the one for the Township System, and one for County Supervision. For these measures the friends of educational progress have made more than one gallant fight in bygone days, and failed of the victory they deserved. Now the prospects look brighter. It seems to us we have a legislature of more than the average intelligence and character,—and that is in our favor. Col. De Wolf, our new Commissioner, (a worthy successor to a worthy predecessor) is throwing hot shot right into the ranks of the enemy. The Colonel is evidently a man who has the courage of his convictions. The press of the country outside of Columbus (and, by the way, what can the matter be with the Columbus press?), so far as its voice has been heard, is almost unanimously in favor of the measures. The arguments urged in opposition have developed nothing but narrowness and puerility. For this, of course, there is the best of reasons—there is no other kind of

arguments to be urged. We believe our legislators desire to act for the best interests of the State. They need only to be informed as to the merits of these new school measures—the greatest that have come before our law-givers in forty years—to give them their approval. Men and brethren, lovers of youth and the fair fame of our State, one more united effort, and the victory is yours! H.

——GREAT concern has been manifested by the opponents of Mr. Dial's bill for the establishment of the Township System, lest in abolishing the old sub-district no-system, the autonomy of the school district should be destroyed. One instance of the exceeding preciousness of this boon fell within the experience of the writer, while acting, a few years ago, as a member of the Board of School Examiners in one of the most intelligent counties of the State. Of the three school directors of a district in one of the purely rural townships of that county, two could not write their own names; and a teacher, after having failed to pass an examination, taught, under the enlightened direction of this learned board, for two years, without a certificate. At the end of that time, getting an intimation, that he was likely to be prosecuted for obtaining money under false pretenses, he had grace enough to make a hurried departure for the West, to grow up with the country. If the friends of the present sub-district system are anxious to have its merits shown up, they can rest assured the facts will be forth-coming. Its beauties lie scattered "thick as autumn leaves in the vale of Vallambrosa." H.

——AT the Delmonico dinner in New-York City, given in February to the Department of Superintendence of the National Educational Association, Mr. Dowd, who was the Republican candidate for Mayor of the city in November last, presided. After several speeches had been made Mr. Dowd said that some men were born great and some came from Ohio. He then called for a speech by one of the latter. Our State Commissioner, the Hon. D. F. De Wolf, responded. His response is thus reported by our good friend C. W. Bardeen, of the *School Bulletin*.

"We have great men in Ohio, and it is because we had 35 years ago great teachers, like Lorin Andrews. I have lived in Ohio for 40 years in the same neighborhood. I know the men who have graduated from her public schools during these years. You of the East hear of other things in Ohio besides statesmen. You hear of her Akrons, Massillons, Mansfields, Tiffins, Springfields, Youngstowns, Daytons, Norwalks, and other scores of enterprising manufacturing towns. I know personally that the business and professional interests of these towns are to-day conducted by the graduates of the public schools of these towns and cities. I can name them, and I know whereof I speak when I say that Richard Grant White lies (great applause) when he says that public schools make unthrifty men. The people of Ohio are not unthrifty men. I had the honor, and I considered it an honor, to lead a regiment of young men from these public schools; and if I wanted a man to do anything a man might be called upon to do, be it the work of a private or of a Colonel, four hundred of my thousand men could do it. I suppose this is why we have been called upon to furnish most of the officers needed for running the United States Government. But we are getting tired of it. We expected in this last census to surpass Illinois so far that she would never again dare a comparison. But when the returns came in we found that so many of our

men were off acting as Presidents and Judges and Foreign Ministers that we were actually falling behind. So I hope you other States will give more attention to educating your children, so that you can by and by relieve us of this outside work and let us attend to our own concerns."

EDUCATIONAL INTELLIGENCE.

——The enrolment in the Public Schools of Wilmington, in February, was 484.

——All the Public Schools of Cambridge, Ohio, celebrated the anniversary of Washington's birthday.

——The American Institute of Instruction will hold its next meeting July 5, 6, 7, 8, at St. Albans, Vermont.

——The Tri-State Teachers' Association will meet in High-School Hall, Toledo, Ohio, on the 3d Saturday of April.

——The Chillicothe Board of Education has put telephones into all of the principal school buildings of the city.

——There are about fifteen County Teachers' Associations in South Carolina, but there is no State Association.

——The Malvern Select School, under charge of J. Cook, was announced to open March 22, and continue twelve weeks.

——The printed program of the Longfellow celebration at Coshocton, Feb. 25, shows an excellent selection from his poems.

——Read the advertisement of the Lake-side Summer School, and send for circulars to J: P. Patterson, Washington C. H.

——The Medina Public Schools celebrated the anniversary of Washington's birthday, and also that of James Russell Lowell.

——We expect to publish next month the course of study submitted at the last meeting of the Northeastern-Ohio Teachers' Association.

——Public Schools were opened Feb. 7, 1880, for the first time in Hopkinsville, Ky. The enrolment is 420, from a population of about 6,000.

——The Dial school bills have been endorsed by the Southwestern Teachers' Association and also by the Stark-County Teachers' Association.

——The report of the Public Schools of Springfield, Ohio, for the year ending August 31, 1880, is a neat pamphlet of 80 pages. W. J. White, Sup't.

——Seventy-five teachers were present at the meeting Feb. 26, of the Mahoning-County Teachers' Association. No further report has been sent us.

——The article on "Didactics in the State University of Iowa," in the March-April issue of "*Education*" has been printed in a 24-page 18mo brochure.

——The graduating exercises of the Canal Fulton Public Schools took place Friday evening, March 25. Nine boys and two girls took part in the exercises.

——A SUMMER Normal School will open in New Lisbon, July 19, and close August 25, 1881. It will be under the charge of C. C. Davidson and G. W. Henry.

——WE have received a program entitled "An Evening with Longfellow by the 7th and 8th Grades, Marysville Public Schools, at School Hall, Feb. 25, 1881."

——SUBSTITUTE for amended House Bill No. 407, by Mr. Patton, is entitled "To supply the Common Schools of Ohio with Text-Books at reduced rates."

——IN Marysville each school studies an author for a whole year, or the greater part of it. In this way an attempt is made to cultivate a taste for good reading.

——THE Mansfield High School held a Lowell celebration Feb. 18. The exercises consisted of three orations, three essays, four selections, and one declamation.

——THE Territorial Legislative Assembly of Montana, has passed a bill providing for a uniform series of text-books in public schools. The vote in the Council stood 5 to 3.

——WE have received a brochure containing the Address delivered by Judge W. G. Wells at the Dedication Exercises of the New School Building at Wellsville, Ohio, Sept. 10, 1880.

——WE are indebted to Miss C. A. Stewart for a newspaper giving an account of the Christmas school festivities at Marshalltown, Iowa. The paper did not reach us until March 1.

——"THE Flower of Tennessee" is a song and chorus written for and sung with the greatest success by Callender's Georgia Minstrels. Published by F. W. Helmick, Cincinnati, Ohio.

——THE Dayton *Journal*, Toledo *Blade*, and Cincinnati *Times-Star* have all come out in long editorials in support of the Dial school bills, and urge their passage by the General Assembly.

——CRITICISMS on the per-cent rules have been coming in as we expected. Some schools show higher per cents than others equally as good, by using rules so framed that higher per cents are the consequence.

——*The Allegheny Teacher* says that Joseph Fuen, of Erie, a pupil in the common schools, has received a verdict of $10,000 damages against the school district for injuries in the fall of a school building.

——THERE was a frost in Guatemala, Feb. 10, 1881, "the heaviest in the memory of man, occasioning damage the like of which has no record in the history of the country since the conquest by the Spaniards."

——THIRTY-THREE of the graduates of the Public High School of Springfield, Ohio, are now teaching in the Public Schools of that city, and eleven others of the graduates have heretofore taught in these schools.

——SENATE Bill No. 362, by Mr. Hitchcock, provides for the issuing of certificates for 6, 12, and 18 months, and for 1, 2, 3, 5, and 10 years, with re-issues on certain conditions at the discretion of the Board of Examiners without re-examination.

——Two hundred dollars' worth of apparatus and reference books have been purchased for the Public Schools of St. Clairsville with the proceeds of school entertainments. The schools are reported as prospering under Mr. Hitchcock's administration.

——Important meetings of the Teachers' Association of the counties of Trumbull and Mahoning have been held, but no reports have been sent to us. We learn from L. L. Campbell that the last meeting in Trumbull County, was very largely attended.

——"The Illustrated Scientific News," published by Munn & Co., 37 Park Row, New York, N. Y., is a record of the Sciences and their applications in the Arts and Industries. Vol. I. of a new series began in January. Price $1.50 a year, or 15 cts. a number.

——We attended the Whittier banquet of the Salem High School March 4. The exercises were full of interest. The four young ladies of the senior class who furnished the coffee, cakes, and Charlotte Russe were all dressed in the garb of aged Quaker ladies.

——Very foolish charges are often brought against teachers by parents. A charge of this kind was recently brought against T. J. Mitchell, Superintendent of the Public Schools of Mt. Gilead. Mr. Mitchell was triumphantly sustained by the Board of Education.

——There were enrolled in the Public Schools of Cambridge, in February, 608 pupils. The average number belonging was 581, average daily attendance, 546, per cent of attendance 95, truants 2, number tardy 32, visits from the Board of Education 33, from others, 1557.

——We are indebted to H: N. Mertz for an elaborate manuscript statistical report of the Public Schools of Steubenville for the first term of the current year and also for the month of Jan., 1881. The items given are more than 500. After the above was written we received a full list of the monthly reports of the year.

——We have received a neat photographic reduction of McGuffey's Reading Charts, revised edition. The charts 22x32 inches, and the 27 numbers when mounted on heavy Tar Boards sell for $10.00, or for $5.00 on manilla with portfolio. They are published by Van Antwerp, Bragg & Co., Cincinnati and New York.

——About one hundred and fifty teachers attended the Southwestern-Ohio Teachers' Association in Cincinnati Feb. 26. C. E. McVay's paper on Natural Science, was discussed by H. Bennett, M. Wyant, A. B. Johnson, T. G. McCalmont, J: Mickleborough, Mr. Akels, O. W. D. Gibson, and G. A. Carnahan. Adjourned to meet in Hamilton, April 30.

——The Fulton-County Teachers' Association met at Spring Hill on Feb. 5th. J. R. Kimerer gave an exercise on Geography, A. S. Vanbuskirk gave his method of teaching Grammar to beginners, Dr. Campbell spoke on School Apparatus, J. E. Sater read a paper on Memory Culture. A resolution was adopted approving House Bills 521 and 543, now pending in the Legislature.

——Senate Bill No. 360, by Mr. Pond, is to reorganize the State Board of Examiners by increasing the number of members from three to fifteen

and give them power to issue three grades of State certificates called "initiatory," "professional," and "professional life." The duration of these certificates to be for three years, ten years, and for life. For further particulars see the bill.

——The previously-announced program for a meeting March 5, at Lumberton, of the Liberty-Township Teachers' Association of Clinton Co., provided for an address by W: Leeka on "I shall only be a Farmer—why shall I study?"; "Qualification of a Teacher," James January; Class Drill—Elmer Colvin. Question Box. Seven pieces of music were interspersed in the exercises.

——The new building for the Boston Public Latin, and the English High School, contains fifty-six school and lecture rooms. It is said to be the largest free public-school building in the world. Its length is 339, and width 220 with two hollow squares in the centre. The building cost $820,000, and was contracted for when materials were cheaper than now. It was dedicated Feb. 22. The Boston Public Latin School is older than Harvard University.

——We gave in a previous number the program for the educational meeting at Washington C. H., Feb. 5, 6. We learn from the *Cincinnati Commercial* that the attendance was large, the place of meeting being crowded. Miss Hess, on behalf of the Senior Class of the High School presented Dr. J: B. Peaslee a very fine copy of Longfellow's poems. Among the Superintendents present from other counties were R. C. Story and D. W. DeLay. John Holmes of South Charleston was also present and read a selection from Shakespeare.

——"The teachers of the northeastern part of Huron Co., met at Townsend, Jan. 22, and organized with B. F. Remington, Pres't, and Mrs. C. Thomas, Sec'y. The program for that meeting was: "Our Country Schools," E. H. Webb; "A course of study for our Country Schools," J. A. Cobban; "The Teacher," Sup't J. C. Kinney; Method of teaching advanced Class in Reading—a class exercise," B. F. Remington. The next meeting was held at Wakeman, Feb. 19, with the following program:—"Method of teaching Primary Arithmetic, Class exercise, Miss Ida Vaughn; "Reading," Sup't J. C. Kinney; "Shall Women Educate?", Miss Etta French."

——A joint meeting of the Southern Medina-County Teachers' Association and the Medina-County Educational Union was held at Medina in February. H. J. Clark of Oberlin read a paper on "The Teacher's Influence," and D. A. Haylor one on "School Ethics." Sarah Washburn illustrated with a large primary class her method of teaching composition. County Supervision was discussed after a reading of Mr. Dial's bill by W. R. Comings. Bertha Barnard showed how she teaches primary arithmetic, and Miss A. M. Elliott read an essay. S. Thomas read a paper on "The Life and Works of Pestalozzi." In the discussion of County Supervision W. R. Comings, F. D. Ward, and D. A. Haylor advocated the measure and H. C. Knox, G. Brainard, T. S. Shaw, and E. S. Perkins opposed it. A vote "resulted in a tie of eight votes." Adjourned to

meet in joint session in May. The Medina-County Educational Union will hold its next session in August.

——THE following facts in reference to the last State examination have been furnished us by W: W. Ross. The first number after each branch represents the number examined in that branch, the second the average per cent of correctly-answered questions, the third the lowest per cent, and the fourth the highest per cent. Orthography, 36, 77, 43, 95; Geography, 36, 76, 60, 92; U. S. History and Government, 36, 84, 60, 95; General History, 20, 85, 75, 95; Zoölogy, 10, 86, 80, 90; Algebra, 36, 77, 32, 100; Geometry, 36, 76, 50, 95; Physiology, 36, 76, 40, 95; English Literature, 36, 86, 75, 95; Music, 11, 82, 75, 96; Drawing, 5, 77, 60, 95; Geology, 10, 85, 75, 95; Logic, 2, 62, 50, 75; Rhetoric, 24, 83, 70, 90; Political Economy, 14, 80, 65, 90; Trigonometry, 11, 82, 70, 95; Latin, 10, 82, 60, 95; Greek, 4, 91, 90, 95; French, 1, 100, 100, 100, German, 1, 100, 100, 100; Book-keeping, 7, 90, 60, 100; Philosophy, 36, 70, 45, 85; Arithmetic, 36, 81, 50, 100; Grammar, 36, 88, 53, 100; Chemistry, 12, 72, 50, 93; Astronomy, 10, 70, 50, 95.

——"THE Northeastern-Ohio Teachers' Association met in Cleveland, Friday evening and Saturday, Feb. 11th and 12th. The evening meeting was well attended and was occupied chiefly with the consideration of a "Grammar-School Course of Study," designed to replace the present High-School course. It was presented by Sup't S. Findley, of Akron, and provoked sharp discussion, although only one or two of its novel features could receive attention. The Saturday meeting was opened with prayer, which was followed by the inaugural address of Pres. B. A. Hinsdale. His topic was "Character-Building," which he treated in his usual masterly way. "Latin Pronunciation" was considered in a paper by Isaac Bridgman, of Cleveland, and in the absence of Mr. Taylor, appointed to open discussion, it was discussed by C. H. Penfield, of the Cleveland Central High School. Sup't H. M. Parker, of Elyria, spoke of the importance of the Legislative Bills relating to changes in our school system. He was followed by Commissioner De Wolf, who spoke at considerable length, reading and discussing certain newspaper criticisms, explaining some features of the bills, and urging teachers to use their influence in favor of the proposed laws. C. C. Davidson of New Lisbon, offered the following resolution, which was adopted:—*Resolved*—That the Northeastern-Ohio Teachers' Association emphatically approves House Bills No. 521 and No. 543, now pending before the Ohio Legislature, and relating to Township Organization of Schools and County Superintendence. The next meeting will be held April 9th." Among those present not already named were H. L. Peck, A. B. Stutzman, H: M. Parker, M. S. Campbell, I. M. Clemens, J. H. Lehman, J: C. Kinney, Fred. Schnee, R. H. Kinnison, Prof. G. H. White, Hiram Sapp, E. F. Moulton, J. C. Barney, C. W. Carroll, W. C. Rood, Mary Lyttle, C. R. Waters, F. T. Waters, J: R. Clague, W. A. Reed, G. N. Carruthers, E. J. Godfrey, B. E. Helman, and Viola Smith.

——IN our February issue we gave the program for the meeting of the Northern Division of the Columbiana-County Teachers' Association at

North Georgetown, Friday evening, Saturday, and Saturday evening, Jan. 28, 29. By an oversight last month we failed to give an account of the meeting. The program in the main was followed out. The attendance was large. The sleighing was good, and teachers from nearly twenty miles away were present. The village is nine miles from Salem and away from the railway. Teachers from Leetonia and Columbiana came by cars to Salem and finished their journey by sleigh. The teachers from New Lisbon made their whole journey by sleigh, about eighteen miles. The people of North Georgetown entertained with great hospitality the teachers, most of them arriving Friday evening. Adjourned to meet in Leetonia, Friday evening, Saturday, and Saturday evening, March 11, 12. The previously-announced program for the meeting was, Friday evening, Lena Lindsey's Report of the last meeting; "The Academy," W. W. Weaver; "The Needs of the District Schools," Ida M. Ingram; "How and What to read,"—lecture by the Rev. Dr. Locke; Saturday, "Literary Exercises," W. W. Hole; "The High-School Course," W: D. Henkle, discussion to be opened by G. W. Henry; Report on Northeastern-Ohio Teachers' Association, by E. J. Godfrey; "Language Lessons," Miss M. Sinclair; "The Participle," C. C. Davidson; "Supplementary Reading," Ida Friese; "Examinations," G. W. McGinnis, discussion to be opened by A. Y. Taylor; Saturday evening, Address by W: D. Henkle, and general exchange of views by citizens. Provision was also made for queries and discussion. Miss Lindsey, W. W. Hole, E. J. Godfrey, G. W. McGinnis, and A. Y. Taylor were absent. The meeting, however, was a large one. The Saturday-evening meeting was omitted. L. L. Campbell and J. C. Barney of Trumbull County were present.

——Our account of the meeting of Superintendents in New York, Feb. 8, 9, 10, was very meagre. We add some additional points. The highest educational officials of the following States were present:—New Hampshire, J. W. Patterson; Connecticut, B. G. Northrop; New York, Neil Gilmour; New Jersey, Ellis A. Apgar; Pennsylvania, J. P. Wickersham; Maryland, M. A. Newell; Ohio, D. F. De Wolf; Indiana, J. H. Smart; Illinois, Jas. P. Slade; Iowa, C. W. Von Coelln; Kansas, H. C. Speer. Cities were represented by their Superintendents as follows:—Worcester, A. P. Marble; Springfield, A. P. Stone; New Haven, Ariel Parish, Bridgeport, H. M. Harrington; New-York City, John Jasper, Jr. and N. A. Calkins; Utica, Andrew McMillan; Newark, W: N. Barringer; Washington, J. Ormond Wilson; Erie, H. S. Jones; Peoria, N. C. Dougherty; Taunton, W. W. Waterman; Paterson, E. V. De Graff; New Brunswick, H: B. Pierce; Orange, U. W. Cutts; Albany, C: W. Cole; Auburn, B. B. Snow; Ithaca, L. C. Foster; Middletown, N. Y., H. R. Sanford; Yonkers, J. A. Nichols; Saratoga Springs, L. S. Packard; Harrisburg, L. O. Foose; Denver, Aaron Gove. Besides these there were present J. H. Hoose, Cortland; J. M. Hawkes, H. B. Smith, J. W. Skinner, and Amos Kellogg, New-York City; Henry E. Pellew, New-York City, W. L. Hoyt, Charleton, and Jul. Katzenberg, New-York City, all School Commissioners; I. N. Carleton, Prin. Nor. School, and C: Northend, New Britain; G: E. Elliot, Clinton, Conn; J. D. Philbrick, Asylum Station, Mass.; T: W. Bicknell, Boston; B. F. Tweed, Cambridge; C: O. Thompson, Worcester; E. A.

Hubbard, Agent Mass. Board of Ed., Springfield; G: H. Norton, Head Master Burlington College, New Brunswick, N. J.; W. O. Garrison, County Sup't Cumberland Co., N. J.; Edwin Leigh, Brooklyn; Hattie N. Morris, Brooklyn; Mrs. C. W. Walworth, Saratoga Springs; Joseph H. Palmer, Yonkers; W. A. Campbell, High School, and David E. Rue, Hoboken; John G. Murphy, Fishkill-on-the Hudson; C. H: King, Stapleton, N. Y.; Israel W. Andrews, Pres. Marietta College, Ohio; W: A. Morey, Pres. Am. Inst. of Instruction, Providence; John Eaton, National Commissioner of Education, Washington, D. C.; Henry Barnard, Hartford; W: T. Harris, Concord, Mass.; C. W. Bardeen, Syracuse. At the 10-course dinner at Delmonico's there were present, including invited guests, about 150 persons. The postprandial speeches, among which that of the Hon. D. F. De Wolf is said to have been among the most happy, lasted till nearly midnight. On the last evening, Thursday, the Department was entertained most royally at the private residence of W. H. Appleton, of the firm of D. Appleton & Co.

PERSONAL.

——Peter Leffel has charge of the Public Schools of Donaldsville. He has two assistants.

——C. E. Keyes is serving his second year as Superintendent of the Public Schools of Belpre.

——E. E. Henry, of Coshocton, writes "Give us County Supervision and we will move the State."

——O. P. Kinsey was announced to return to the United States from Europe the latter part of March.

——J. K. Hamilton, of Nevada, has succeeded Mr. Dwight (resigned) in the conduct of the Huron Schools.

——David Snavely took charge of the Public Schools of Enon, March 7, after the resignation of O. B. Trout.

——W. W. Beman, of Michigan State University, has been elected a member of the London Mathematical Society.

——W: W. McCray and Miss Maggie Saumenig have been teaching in the Public Schools of Logan for seventeen years.

——G: Barrell Emerson, died in Boston, March 4. He was born Sept. 12, 1797. He had a national reputation as a teacher.

——J. J. Burns and Samuel Findley were announced as instructors in the Sandusky County Teachers' Institute to begin March 25.

——W: D. Henkle has been engaged to attend Teachers' Institutes for five consecutive weeks, beginning Aug. 1, and a sixth week in October.

——Bernadotte Perrin has accepted the professorship of Greek in Western-Reserve College. He taught four years in the Hartford High School.

——W: Richardson, Superintendent of the Public Schools of Chilli-

cothe, is giving lessons in English Grammar in different parts of the state *by mail.*

——CHARLES H. DIETRICH, formerly of Columbus, Ohio, who spent last year in New Mexico for his health, is now Superintendent of the Public Schools of Hopkinsville, Ky.

——SAMUEL FINDLEY, Superintendent of the Public Schools of Akron, was invited to deliver an address at the Commencement Exercises of the Public High-School of Canal Fulton, March 25.

——C. W. BENNETT, Superintendent of the Public Schools of Piqua, was announced to deliver an address March 12, before a joint meeting of the teachers of Darke Co., Ohio, and Randolph Co., Ind.

——MISS EDNA D. BAKER, of the Lake-Erie Female Seminary at Painesville, Ohio, now occupies the position at Purdue University at Lafayette, Ind., formerly occupied by Mrs. Olivia T. Alderman Herron.

——J: B. PEASLEE, Superintendent of the Cincinnati Public Schools, was announced to take part in the exercises of the Southern-Indiana Teachers' Association, at a meeting in Lawrenceburgh, March 16, 17, 18. J: Mickleborough, Principal of the Cincinnati Normal School, was also on the program.

——DR. T. C. MENDENHALL expects to leave Japan in July for Columbus. The session of the Imperial University will close July 10. If he cannot start before that time he will return by way of San Francisco, but if he can be released so as to start by July 1, he may return by way of Europe. He must be in Columbus the middle of September.

——THE Hon. C. A. Gower, Superintendent of Public Instruction for the State of Michigan, has accepted the position of Superintendent of the State Reform School for Boys, at Lansing. It is a shame that Michigan pays her State officers so little salary. We believe the State Superintendent gets but $1000 a year. Salaries of State officers can only be increased by a change in the State Constitution.

——ROBERT H. HOWEY has been chosen Superintendent of Public Instruction in Montana Territory. Mr. Howey left Ohio several years ago. His nomination was sent to the Council by Governor Potts, another Ohio man, Feb. 22, and the nomination was immediately confirmed by the Council. On the day before, the Council had rejected the renomination of W. Egbert Smith for Territorial Superintendent of Public Instruction.

——THE Hon. James H. Smart was tendered the Superintendency of the Public Schools of Evansville, Ind., as sucessor of Mr. Bloss, who succeeded Mr. Smart, March 15, as State Superintendent of Public Instruction in Indiana. Mr. Smart declined the offer. It was then made to W: A. Jones, former President of the Indiana State Normal School, who has latterly been farming. We have not learned whether he will accept or not.

——WM. S. WOOD, formerly Superintendent of the Public Schools of Salem, Ohio, and previously of Findlay, was presented with an elegantly-bound volume of "Our First Century," by the pupils of the High School of Seymour, Ind., where Mr. Wood is now Superintendent, on

the occasion of the anniversary of his last birthday. The presentation was made at Mr. Wood's residence, and Mrs. Wood, no doubt, in the secret, had prepared a bountiful repast for the pupils.

INSTITUTE.

HURON CO.—Palce, Norwalk; time of beginning, Nov. 1; duration, one week; enrolment, 104; instructors, C. H. Churchill and J: C. Kinney; evening lectures, C. H. Churchill, J: C. Kinney, and E. E. Shutt. Officers elected:—Pres., W. R. Wickes; Vice-Presidents, J. A. Cobban, E. E. Shutt and J. M. Greenslade; Sec., J. L. Young, assistant, Mrs. C. Thomas; Ex. Com., B. F. Remington, S. L. Armstrong, C. E. Snyder, Miss A. C. Alberson, and H. F. Derr. On account of a misunderstanding, the manuscript from which this report is condensed did not reach us until March 1.

BOOK NOTICES.

FIRST LESSONS IN ARITHMETIC. Embracing Oral and Written Exercises. By Edward Olney. New York: Sheldon & Co., 8 Murray Street. 1881. Pages 141.

This is the first of Prof. Olney's Two-book Series on Arithmetic. It begins with the simplest elements of numbers, and proceeds by easy steps to the more difficult. It is profusely and elegantly illustrated by pictures representing objects. The introductory price is 20 cts, and exchange price 15 cts. When bound in full cloth these prices are 25 cts. and 20 cents.

M. TULLII CICERONIS DE NATURA DEORUM LIBRI TRES, with the Commentary of G. F. Schoemann. Edited by Austin Stickney. Boston: Ginn & Heath. 1881. Pages 344.

This is a beautifully-printed book bound neatly in brown cloth. The German editors of the classics have always stood foremost. Here we have the annotations of a German scholar translated into English. The text of the book is that of C. F. W. Müller, Leipsic, Treubner, 1878, a few changes being made, these being noted after the Appendix, and the reasons for them given in the Notes. The Introduction, Summaries, and Commentary, are translated from G. F. Schoemann's fourth edition, Berlin, Weidmann, 1876. The editor has made a few additions which are enclosed in brackets. The introduction fills eighteen pages, and the three summaries nine, seven, and four pages respectively. The Notes and Appendix occupy 170 pages. We commend the book to the attention of teachers of Latin.

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TESTS.

How frequently we employ words without any full consciousness of their meaning! We call that study which is no real concentration of the mind; and that government, which is a mere mockery of the term. We use words and listen to words from our pupils, which are *not* signs of ideas.

A word which has depreciated in value is the word *test*. As teachers we may be benefited by comparing our idea of this term, or rather, the realization of our idea in the school-room, with the word as defined by Webster. "Test, That with which anything is compared for a proof of its genuineness; a touchstone; a standard." A touchstone is used for ascertaining the purity of gold and silver by the streak impressed on the stone. Do we by our so-called tests determine the purity of the gold, the state in which the mind itself is? Do we ascertain the real silver of information which will have a current value in the world? Let us consult our dictionaries still further (a teacher who does not know how to consult his dictionary, and does not make an experimental use of that knowledge, has no right to teach). "Test—Trial. Trial is the wider term; test is a searching and decisive trial. It is derived from the Latin *testa* (earthenpot) which term was early applied to the fining

pot, or crucible, in which metals are melted for trial and refinement. Hence the peculiar force of the word, as indicating a trial or criterion of the most decisive character."

The testing of the pupil's knowledge of each lesson, is an important part of the teacher's daily work. The cashier who is found so careless or incapable as to accept a great deal of counterfeit money will not long be retained in his position; and the teacher who *hears* recitations yet lacks that keenness of judgment which will enable her to determine with exactness the worth of the pupil's answer, or who is too indifferent, or too preoccupied with a little mischief in some part of the school-room to know what is answered, is unworthy her high calling. But at this time I wish to call your attention to the so-called tests, or examinations, that are held in our graded schools every four, six, or eight weeks. There is scarcely any powerful agent for good that cannot be destructive under certain conditions. The fire which brightens our hearthstones and makes us comfortable with its genial warmth, may be the fell destroyer which will leave our homes in ashes; the water which refreshes the parched earth, and gladdens nature, may as the impetuous flood carry death and desolation in its path; the air which sometimes is

"As gentle
As zephyrs blowing below the violet,"

may rage with the fury of the hurricane. Examinations which were instituted with wise intentions may produce,—and I believe are producing—evil effects. In the first place they are not always genuine tests. There is not a fixed, true standard with which all are compared; there is a lowering of the standard in order that a greater number may attain a high per cent. To make high per cents a ruling motive demoralizes pupils and teachers. Not long since a teacher said to me "My school did not do very well in their last test. Out of forty no more than twenty stood over 93% on a general average." I replied, "In examinations when such large numbers attain such high per cents either the examination questions are prepared with a knowledge of just what the pupils can do, or the pupils are especially drilled as a preparation for the examination."

Things which are genuine can be tested at any time. That training is best for our pupils which fits them for any emergency in life. The boy will not always have a week to prepare himself for that test which may decide for him his future life.

He may not even know when it is going on. The girl who is to grace somebody's home will not always have warning long enough before the arrival of visitors to prepare everything in the house with a special view to their coming. Each day's work would be more thoroughly done, if from our pupils were taken away the temptation of neglecting something now with the hope that it could be made up before an examination. I believe it is not only injurious to the mind, but hurtful to the morals, this cramming,—or reviewing, as it is more politely called,—for a *test*. To say to our pupils "Now at the end of five weeks we shall have an examination, the fifth week we shall spend in reviewing the work gone over in the other four, and then be tested (!) on that part of the book," seems to me almost as dangerous as the course of a minister who would preach every Sunday on the salvation of the dying thief. There would certainly be some temptation to leave off necessary work to the last hour.

I believe that the time of the Superintendent's tests should be unknown to the teachers until the evening before, and unknown to the pupils until the time for their actual beginning. This plan does not seem to me impracticable. If all that stands in the way of it is that the pupils might not be prepared with paper, I think the Boards of Education might be brought to see the benefits of such a course so that the paper might be furnished to the pupils. Greater thoroughness in every-day work would not be the only good thing gained by having the time of examinations unknown. The temptation to late hours would be in a measure removed from our High-School pupils. Regular habits of cool, clear thought and study must be fostered. Body and mind are injured by the feverish excitement of study prolonged late into the night with the object in view of standing high at an examination. The best thought of our truest teachers should be given to the consideration of the question whether frequently-recurring "tests" that exhaust the nervous force of many of our brightest girls, are conducive either to their physical or mental health.

Too much of the teacher's time and strength is uselessly expended in the examining of stacks of papers every four or six weeks. The teacher needs *vitality* for her best work as truly as the orator. To inspire her pupils with a liking for study, and a love for noble action is her highest duty. Anything that exhausts her vitality without doing great positive

good to her pupils, is worse than useless. If so many classes were not examined at a time, if a written test in only one subject were made within a week in a school of a single grade, and the teacher asked to draw up a paper embodying the lessons that she derived from the papers examined, instead of always sending in the grade of each scholar, superintendents, teachers, and pupils would be benefited thereby.

A superintendent should have a reason for every test other than that an appointed time has come. He should have a clearly-defined *something* to be tested, and try the genuineness of that. It is not necessary that every school of a city should be examined the same number of times within a year. A good housekeeper will not devote the same amount of care to the inspection of the work of an experienced servant as to that of the unskilled who has been but a short time in the service.

A clear head and a brave heart possessed by every superintendent and teacher would do much to lift our graded schools out of ruts into which even those who love them best, must admit that they are in danger of sinking deeper. In conclusion, let what we call a test, be a *test*. Let there be only one stated time for such, and that at each recitation. Let us make this so thorough that it will not be necessary to take one-twentieth of the pupil's time and more than one-twentieth of the teacher's for re-testing. Let us never do a thing simply because some one else has done it; but remember that we are to labor for the threefold development of our pupils.

MARGARET W. SUTHERLAND.

Principal of Mansfield High School.

FRACTIONS.

Read before the Cuyahoga-County Teachers' Association, Feb. 5, 1881, by S. H. Herriman.

I. NATURE OF FRACTIONS.—The unit is the fundamental idea of arithmetic. From it arises two great classes of numbers—Integers and Fractions. Integers have their origin in the multiplication of the unit, fractions arise from the division of the unit. One is the result of an immediate synthesis; the other, of a primary analysis. Fractions have their origin in the analysis of the unit, as integers arise from the synthesis of units. If we divide the unit into equal parts, each part will be seen to bear a certain relation to the unit, and these

parts may be collected together and numbered. This complex process of division, relation, and collection, gives us a fraction. Our conception of a fraction, therefore, involves three things: first, a division of the unit; second, a comparison of the part with the unit; and third, a collection of the equal parts considered.

When a unit is divided into a number of equal parts, the comparison of the part with the unit gives us the fractional idea, and the collection of the parts gives the fraction itself. A fraction then involves a process of division, an idea of relation, and a synthesis of the parts.

Fractions, as has been said, have their origin in the division of the unit; but they may also be derived from the comparison of numbers. Thus, the comparison of one with two, or three with six, may give the idea of one-half. This, however, is a possible rather than the actual origin; fractions really originated in the division of the unit.

When the unit is divided into equal parts, these parts are collected and numbered as individual things, separate and distinct from the unit from which they are derived; they may, therefore, be regarded as a special kind of *units*. To distinguish these units from the unit from which they are derived, we call the former *fractional units*, and the latter integral units, or simply units.

As the definite conception of an integer requires a clear idea of the unit; so the definite conception of a fraction requires a clear idea both of the integral and fractional unit.

The character of the thing divided, and the nature of the division, must be kept clearly before the mind, in order to obtain a distinct conception of the fraction. By failing to do this many of the authors of our text-books have defined Fraction in terms entirely misleading. One writer says, "A Fraction is an unexecuted division." This is incorrect; because the *idea* of fraction and the *idea* of the division of one number by another, are entirely distinct. The division of 2 by 3 will give the expression $\frac{2}{3}$; but the idea of 2 divided by 3 is entirely distinct from the fractional idea.

The fraction $\frac{2}{3}$ (two thirds) means two of the equal parts which are obtained by dividing a unit into three equal parts, and not one of the three equal parts into which two is divided.

Again, another writer says, "A Fraction is an expression for one or more of the equal parts of a unit." In this defini-

tion the *expression*, the *written* or *printed symbol*, is made the fraction, which is evidently incorrect, as we have fractions previous to any expression of them; moreover, the *expressions* are not subjects of mathematical calculation, and hence they can not be fractions. Exactly the same distinction holds between a fraction and its expression, as between a number and its expression. Thus we have the number four and the figure 4; so we have the fraction three-fourths, and the expression $\frac{3}{4}$, as two distinct things. We can not multiply the expression, or figure 4, by any other figure or expression; but we may multiply the number which the figure 4 represents by some other number. So we can not perform mathematical operations upon the expression $\frac{3}{4}$, but the thing it represents may be mathematically operated upon in various ways. The *number* expressed by the figure below the line is called the *denominator* of the fraction, and the *number* expressed by the figure above the line is called the numerator of the fraction. The primary object of the figure below the line is not to *name* the fractional unit, but to denominate the number of equal parts into which the unit is divided; and from this the fractional unit is inferred. We should be careful to bear in mind that the *denominator* of the fraction is not the *denomination* of the fraction, though from the denominator the denomination is deduced. The denominator thus serves the double purpose of showing, directly, the number of equal parts into which the unit is divided, and, indirectly, the denomination of the fraction.

A subject of some difficulty, but of much importance, presents itself here. In integral numbers we have one word to indicate the thing itself, and another to symbolize the expression of it. Thus, *number* means the *how many* of any thing; and *figure*, the *expression* of that number; the how many of any thing, or the thing itself, and its symbol being distinguished by entirely different names. In fractions, however, there are no such terms to distinguish the *expression* of a fraction from the fraction itself; but we are obliged to use the same word, *fraction*, to designate both. We call one of the parts resulting from the division of a unit into three equal parts, one-third, and the expression of it the same $\frac{1}{3}$. Rhetorically it is correct to give the name of an object to the symbol of that object; but, arithmetically, it often leads to confusion. In this way many children get the idea that \$4 is four dollars, whereas they are

only characters representing that amount. So also that they multiply the figure 4 by the figure 3, when they really multiply the number four which the figure 4 represents, by the times which the 3 represents. If the child is thus led to confound terms in integral units, where we use different names to express different things, how much more likely will it be that he will do so in dealing with fractional units when we use the same name for different things.

I think we should take great pains always to keep before the mind of the child the purely *representative* character of figures; and especially so in that division of arithmetic called "Fractions." By so doing many of the difficulties now experienced by pupils will be avoided or easily overcome.

Many good definitions of a fraction might be given, but, for various reasons, we prefer the following:—"A Fraction is a number of the equal parts of a unit." This definition is an immediate inference from our conception of a fraction. We divide the unit into equal parts, and then take a *number* of these equal parts, and this is the *Fraction*. I hope the book agents present will not charge me with egotism, because I assume to express an opinion on the definition of Fraction; I was not paid to do it.

A fraction being a number of the equal parts of a unit, it is natural that, in the notation of a fraction, we should indicate the number of parts by a figure. It would also seem just as natural to represent the name of the fractional units by words, half, third, eighth, etc., as 2 thirds, 3 fourths, 5 eighths; or by the abbreviations of these words 2-3ds, 3-4ths, 5-8ths, etc. The letters would finally be omitted altogether, and the expression become, as now, 2-3, 3-4, 5-8, instead of 2 thirds, 3 fourths, 5 eighths.

Thus has the fraction grown until now we do not even express, directly, the name of the part, but rather the number of parts into which the unit is divided, and from this infer the name of the part. This might have been done by writing one figure after another, as 2-3; the 3 denoting the number of equal parts into which the unit has been divided, and the 2 the number of parts considered. A few authors of arithmetic have adopted this method of writing the fraction, but the majority, however, seem to have agreed to write the figure denoting the number of parts into which the unit is divided under the other with a horizontal line (—) between them.

This is the most common method now; but in the earliest arithmetical works which treat of fractions, the positions of the figures are as now, but the dividing line is omitted. The expression of a fraction in its relation to the fraction itself should, therefore, receive our thoughtful attention. There are so many things to be observed in considering a fraction, that carelessness often leads to much confusion.

If we begin with the unit and compare it with the fraction we have, first, the *unit;* second, the equal parts into which it is divided; third, the *relation* of these parts to the unit; fourth, the *expression* for a number of these parts, consisting of two figures; and, fifth, the *numbers* which these figures denote; all of which should be carefully distinguished if we would have a clear idea of the relation of a fraction to its notation.

II. CLASSES OF COMMON FRACTIONS.

Fractions are divided into two general classes—*Common* and Decimal. The latter we shall pass by unnoticed farther, and give our attention to two features of the former only; first, *Classes of Common Fractions;* and, second, *Treatment of Common Fractions.*

Common fractions are variously classified, according to different considerations. The primary division is that based upon their relation to the unit. This classification gives us Proper and Improper Fractions. The first being one whose value is less than a unit; and the second, one whose value is equal to or greater than a unit.

Another division of the Common Fraction arises from the idea of dividing a fraction into equal parts. A fraction originated in the division of a unit into equal parts; now, if we extend this idea to obtaining a number of equal parts of a fraction, as three equal parts of 2 thirds, we obtain what is called a *Compound Fraction;* often defined as a fraction of a fraction. If we extend the fractional idea a little farther, and suppose the numerator or denominator, or both, to be made fractional, we have what arithmeticians call a Complex Fraction. The Complex Fraction may be defined as a fraction whose numerator or denominator, or both, are fractional.

Common Fractions, therefore, are divided with regard to their *value* as compared with the unit, into Proper and Improper, with regard to their *form* into Compound and Complex. There is one other kind of fraction treated in some arithmeti-

cal works; but they are, comparatively, so little used that I pass them by. I refer to the Continued Fraction.

Improper Fraction.—The Improper Fraction presents a few points of difficulty which I will briefly notice. Take the expression $\$\frac{5}{4}$; is this, strictly, a fraction? That it is, properly, an expression of a fraction, appears from the definition, that "A Fraction is a number of the equal parts of a Unit." How then shall it be read? If we read it "$\frac{5}{4}$ of a dollar" some one will say, that there are only four fourths in a dollar; and, hence, it is improper to speak of five-fourths of a dollar. If it be read "$\frac{5}{4}$ dollars" we object, because there is not enough to make *dollars*, the plural meaning *two* or *more*. But the quibblers will tell us that "the plural means more than one;" and since five-fourths of a dollar is more than one dollar, we should use the plural form and read it "$\frac{5}{4}$ dollars." We reply that grammarians contemplate only integers when they say "more than one," and really mean "two or more." We think, therefore, that the reading $\frac{5}{4}$ of a dollar is strictly correct. We mean by it five of such parts as are obtained by dividing a dollar into four equal parts.

It is true that there are not five fourths in one dollar, and our reading does not assume that there are. The fractional units are *fourths of a dollar*, and the number of fractional units is *five;* hence the fraction is five-fourths of a dollar. If we have $\$\frac{5}{4}$ or $\$1\frac{1}{4}$, we can then say $\frac{5}{4}$ dollars or $1\frac{1}{4}$ dollars, if we choose, and it be the correct reading, for one expresses two dollars and the other more than two dollars.

Complex Fraction.—According to the strict definition of a fraction it is impossible to have a complex fraction—there can be no such thing. I know some teachers will say amen to that; for they have been troubled with them long enough.

The denominator of a fraction shows the number of equal parts into which the unit is divided; hence, in the complex fraction $\frac{\frac{3}{4}}{\frac{5}{4}}$, the denominator $\frac{5}{4}$ denotes that the unit is divided into $\frac{5}{4}$ equal parts. This is an impossibility. We can divide a unit into three or two equal parts, but we can not divide it into one equal part, since there will be no division; and if we can not divide it into one equal part, it is evident that we can not divide it into less than one such part. If this is not clear, the next time you eat an apple divide one into $\frac{5}{4}$ equal parts and distribute it among your friends. We conclude, therefore, that, strictly speaking, the complex fraction is an impossibility.

It is merely a convenient expression that one fraction is to be divided by another. Should the idea and expression of a complex fraction, therefore, be discarded from arithmetic?

This does not follow, and I do not advocate it; but think it should be used even more than it is now. It is a convenient form of expressing the division of one fraction by another; of the division of a whole number by a fraction, or of the division of a fraction by a whole number, and may be thus retained; but we should bear in mind that it is not strictly a fraction.

III. TREATMENT OF COMMON FRACTIONS.

Fractions admit of the same general treatment as integers; we, therefore, have the same fundamental cases in fractions as in whole numbers. These are Reduction, Addition, Subtraction, Multiplication, and Division; with the addition in some more recent works of Relation. The last we will omit the discussion of entirely, and in order to bring this paper within more reasonable limits, will discuss the former subjects in a general way, and leave the particulars for general discussion by the Association.

Methods of Treatment.—There are two general methods of developing the subject of common fractions, which we will distinguish as *Inductive* and *Deductive* methods.

In the Inductive Method we solve each case by *analysis*, and derive the *rules*, or *methods of operation*, from these analyses by inference or deduction. The method is called inductive because it proceeds from the analysis of particular problems to a general method which applies to all problems of a given class. The solutions are always independent of any previously-established principles of fractions; each case being treated by the method of arithmetical analysis which reason to and from the unit.

By the Deductive Method, we first establish a few general principles by demonstration, and then derive the *rules* or methods of operation, from these principles. This method is called deductive because it proceeds from the general principle to the particular problem.

To illustrate these two methods let us take the problem, "In $\frac{2}{5}$ how many twentieths"? By the *inductive method* we analyze as follows:—"Since in one unit there are 20 *twentieths*, in $\frac{1}{5}$ of a unit there are 1 fourth of 20 *twentieths*, or 5 *twentieths*; and in $\frac{2}{5}$ of a unit there are 3 times 5 *twentieths* or 15 twentieths; hence $\frac{2}{5}$ equals $\frac{1}{20}$." By examining this solution we see that we mul-

tiply the numerator of $\frac{3}{4}$ by the number which denotes how many times *four*, the given denominator, equals the required denominator, *twenty*. From this the rule is easily deduced.

By the *deductive method* we assume that the general principle, "Multiplying both terms of a fraction by any number does not change its value," has been demonstrated, hence we may reduce $\frac{3}{4}$ to twentieths by multiplying both terms by 5, which will give the required denominator, and we have $\frac{3}{4}$ equal to $\frac{15}{20}$. The rule being based upon the principle used, and not upon the solution of an illustrative example, may as well precede the explanation as to follow it; this order *is* followed in many works, that base operations upon principles rather than upon inductive analysis.

We will illustrate the difference of these two methods still farther by a problem in compound fractions. Take the question, "What is $\frac{2}{3}$ of $\frac{4}{5}$"? The analysis is as follows: $\frac{1}{3}$ of $\frac{4}{5}$ is one of the three equal parts into which $\frac{4}{5}$ may be divided; if each 5th is divided into 3 equal parts, $\frac{4}{5}$, or the unit will be divided into 5 times 3, or 15 equal parts, and each part will be $\frac{1}{15}$; hence $\frac{1}{3}$ of $\frac{4}{5}$ is $\frac{1}{15}$, and $\frac{2}{3}$ of $\frac{4}{5}$ is 4 times $\frac{1}{15}$, or $\frac{4}{15}$; and $\frac{2}{3}$ of $\frac{4}{5}$ is 2 times $\frac{4}{15}$, or $\frac{8}{15}$. Examining this analysis, we see that we have multiplied the two denominators together, and the two numerators together, from which the *rule* for the reduction of compound fractions is very readily derived.

By the deductive method we would reason as follows: By a principle previously demonstrated, $\frac{1}{3}$ of $\frac{4}{5}$, which is the same as dividing $\frac{4}{5}$ by 3, is $\frac{4}{15}$; and, by another principle, $\frac{2}{3}$ of $\frac{4}{15}$ is $\frac{8}{15}$.

It will be observed that the inductive method is much longer than the deductive method; because, while the former explains every point involved, the latter makes use of principles previously demonstrated. If, however, in the deductive solution of an illustrative example for a case, we should stop and demonstrate the principles we are to use, it would make the solution as long or longer than the inductive method. We might illustrate the difference of the two methods of treatment with other cases, but I think these two are enough to show the broad and emphatic distinction between them.

Both of these methods may be used in the development of fractions, and to advantage; but for young pupils, and for all beginning the study of the subject we prefer the Inductive Method. For those who have well mastered the Inductive Method, the other has some advantages, and hence is especially

adapted for reviews. We believe the Inductive Method is simpler and more easily understood by pupils. It is especially adapted to beginners, since it proceeds according to the simple steps of analysis, or the comparison of the *collection* with the *unit*. It also follows the *law* of the *development* of the young *mind*—"from the *particular* to the *general*,"—whereas the Deductive Method reverses that law, and proceeds from the *general* to the *particular*.

Young pupils always find a difficulty in founding a process of reasoning upon previously-established principles; it is not natural for the young mind to reason from generals to particulars. Besides, the so-called demonstrations of these general principles, are not readily understood by pupils, and are, too often, mere explanations or illustrations of processes, and not logical proofs of the propositions they assume to establish. I know it is often easy for us, as teachers, to hide ignorance under principles, but confession of ignorance, with efforts to improve, pays best in the end, even before our pupils.

I am in favor of principles in their proper places, but I think we should be very careful how we use them to base rules upon, not only in Fractions, but in many other divisions of Arithmetic.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. VIII.

It was recommended in the beginning of these lessons, that the first few exercises should be drawn on slates, at least by young pupils. It will be better practice, however, to draw future exercises on paper, if the pupils are old enough, and even many of the recent ones had better be so drawn. Seven years is not too young an age to commence drawing on paper, especially if there has been considerable preceding work on slates. Pupils eight years of age and upwards should draw almost altogether on paper, with occasional work on the blackboard on a large scale, to cultivate freedom and boldness. Slate drawing is of little benefit except for pupils too young to use paper.

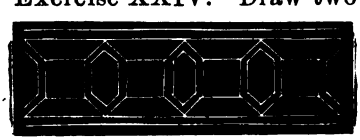
The lead pencil should be a good one and not too soft. Dixon's M or H grade, costing five cents, or Faber's F or H are suitable. The hardness of the pencil should depend something

on the quality of the paper used. The rubber should be soft and pliable. Faber's artist's eraser is one of the best. The quality of the paper used must depend on circumstances, a smooth heavy drawing-paper being best, and in the form of blank books rather than in loose sheets if possible. Publishers of drawing-books can supply a blank book 8x12 in size for eight or ten cents. One 6x8, costing less, would answer. If this expense is too great, the local dealer can make them of a cheap German drawing-paper or an unruled writing-paper, not too smooth. A still cheaper plan is for teachers to get a good book or newspaper paper and make the books themselves, stitching them on the sewing-machine. Paper similar to that in use in this magazine would answer. Such books, 6x8 in size, with twenty pages and a brown manila cover, would cost about three quarters of a cent each, if made by the teacher. The cheapest plan is to use little pieces of such paper about five inches square, for each exercise. A quire of newspaper paper, making sixteen hundred such pieces, when cut, and costing twenty-five cents or less, can be obtained at any printing-office.

Pupils, in working on paper, should sketch very lightly with a sharp point, the pencil being held quite oblique to the paper. After making necessary corrections and erasing construction lines, they should "brighten" the figure with firm clear lines, holding the pencil at an angle of about sixty degrees with the paper. In erasing, hold the paper firmly with the left hand and rub *away* from the hand. A handkerchief or piece of muslin should be kept under the hand to prevent soiling the paper. It is also useful to dust off the crumbs after erasing.

Thus far the exercises have consisted entirely of single figures. Borders, either vertical or horizontal may be formed by repeating suitable single figures with more or less change. This is more interesting to pupils, as figures not very pleasing in themselves, if repeated often make very attractive borders.

Exercise XXIV. Draw two horizontal lines one inch apart and four inches long. Divide each into four equal parts. Connect the points and ends by vertical lines making four squares. Draw the diagonals of the squares. Bisect the semi-diagonals and connect, forming small squares. Erase the parts



of diagonals within small squares. It will be noticed now that we have repeated the simple figure given in Exercise VI., in the April number of the Monthly. By a slight modification, a very pleasing border can be made. Erase the vertical sides of large squares. Notice that this leaves hexagonal figures alternating with the small squares. About an eighth of an inch inside each hexagon draw a parallel one. Draw a horizontal line about an eighth of an inch above the border and of equal length, and another the same distance below. Brighten.

Exercise XXV. Draw two horizontal lines an inch apart and four inches long. As in the preceding exercise, form four squares by drawing five vertical lines. Draw the diagonals of each square. Notice now that each square is divided by its diagonals into four triangles. In the upper and lower triangle in each square draw a parallel triangle, making it about an eighth of an inch inside. It will be noticed now, by slightly erasing the vertical sides of squares, that there are three whole squares, and a half square at each end of the border, standing on their corners, and formed by the diagonals of the first squares. Draw the horizontal diagonals of these oblique squares. The vertical diagonals are already drawn. Bisect the semi-diagonals and connect, forming smaller oblique squares. Trisect each side of the small oblique squares and draw straight lines to the centre. Erase the diagonals of the small oblique squares, also the middle third in each side. Draw a horizontal line an eighth of an inch above the border and another the same distance below. Brighten.

Exercises like the above are suitable for pupils eight years of age and upwards, but could be given to seven-year-old children having good previous instruction.

ROMAN EDUCATION.

BY W. H. VENABLE.

Mommsen, our best authority on Roman education, draws a vivid contrast between the Grecian character and the Roman, showing the former eager to promote individual freedom, and the latter resolute to repress it. The historian says that the Roman judgment "deemed every one a bad citizen who wished

to be different from his fellows." What culture was to Athens, law was to Rome. Hence the supremacy of civil power, in Rome, the subordination of people to potentate, and of family to father. The Roman husband was absolute monarch over wife and child, yet wife and child felt no degradation since they regarded their subjection as inevitably fixed by the just ruling of the gods. How rigid the fabric of Roman society! It was like a coat of mail,—cold, hard, and inflexible, except at a very few joints.

Rights, duties, obligations, being sharply defined,—the purpose of life being clearly recognized as service to the State directed by law, education must force every child into the path prescribed for him. The training of Roman youth in early times, was the making of Romans, not the development of men. The Roman must fight, therefore his body was inured to hardship. His physical exercises were useful rather than graceful. The Roman must obey. The oldest Roman schoolbook was the Twelve Tables. This was committed to memory by every boy. The Roman must speak in public. Correct and forcible delivery was taught in every school. There were many treatises on oratory.

There is no series of events in history more interesting or more profitable to the student of educational philosophy, than that embracing the intellectual relations of Rome with Greece. Every youth in the High School knows that Greece conquered her conquerors by the might of culture. Who can resist fate! The Romans at first feared and hated Grecian ideas. They dreaded education, regarding it as a "disequalizer" of men. Cato, the censor, moved in the Roman senate to dismiss certain Greek ambassadors who "tooke occasion," Milton says, "to give the City a tast of their Philosophy." But Cato himself was induced to study Greek in his old age. The conquerors were conquered indeed. However no force was destroyed. The wave of Roman civilization combined with that of Grecian, and the cumulated mass rolled on.

Each nation has a predominant genius. The wealth of Rome was law and order. The riches of Athens was culture. Modern nations live on the interest of the two vast funds consolidated.

Athens elaborated noble systems of education. Socrates, Plato, Aristotle, created pedagogics for Europe. The Roman mind could not improve the theories which Grecian philosophy

had devised. We have no eminent Latin authorities on the principles of education. At the time of Varro the Greek system of schooling prevailed in Italy. Cicero wrote on education, but Cicero's education was Grecian.

Livius Andronicus translated the Odyssey into Latin (207 B. C.) and this was used as a text-book. Greek schoolmasters flocked to Rome. Many were bought as slaves. A specially elegant article of Athenian pedagogue brought as high as 200,000 sesterces, or about $10,000, which is perhaps not much below the value of a modern "gerund-grinder." It became a custom for Roman youth to go to different cities to pursue special studies, as modern students go to Paris or Berlin. Rhodes was famous for its schools of Rhetoric, Athens for Philosophy, and Alexandria for Science.

The technical studies of the Roman school at the time of Varro, were grammar, logic, rhetoric, geometry, arithmetic, astronomy, music, medicine, and architecture.

The so-called "seven liberal arts" were grammar, rhetoric, philosophy, geometry, arithmetic, astronomy, and music. These became the established curriculum. They held their place, as the essentials of a finished training, for hundreds of years,—in fact, through the middle ages. Indeed they are still included as organic to every course of study.

ADVICE TO TEACHERS.

Sup't A. B. Stutzman of Kent, made the following suggestions to his corps of teachers at the teachers' meeting on Monday evening, Jan. 10, and commented upon and explained each of them:

1. All exercises should begin and conclude promptly on time.

2. Each teacher should write the order of exercises on the board and adhere to it strictly.

3. Teachers should be uniform in their discipline from day to day. Teachers that are very strict sometimes and rather indifferent at other times will not succeed as well as though they were uniform and constant.

4. Teachers should discriminate carefully between firmness and severity. Firmness promotes good order, while undue severity thwarts it. Penalties and punishments should always be commensurate with the offence.

5. Teachers should acquaint themselves, so far as possible, with the influences that surround pupils while out of school.

6. Teachers should have proper regard for the wishes and suggestions of parents.

7. Teachers should see to it that their rooms are properly ventilated and warmed, but under no circumstances should pupils be exposed to currents of cold air, or be otherwise exposed.

8. Teachers should, under all circumstances, protect the rights of each pupil; attend promptly to all misdemeanors or other irregularities; they should be careful that pupils do not violate the laws of health while under their care; they should endeavor to inculcate habits of industry, obedience, regularity, and sound morality, in short they should spare no efforts to develop good characters.

9. As a rule pupils should not be detained at recess and after the close of the afternoon session. The detentions should be rare exceptions to the rule. Pupils should not be detained after the close of the forenoon session.

10. Teachers should constantly aim at thoroughness in their instruction. They should carefully attend to the individual wants of pupils so far as possible.

11. Teachers should honestly discharge all their duties and not worry over the past; they should be constant students; always make thorough preparation for each day's work.

12. Teachers determine the manner or way of study of the pupils by their manner or way of hearing recitations.

13. Teachers should always have a definite end in view in hearing a recitation, and they should spare no effort nor preparation necessary to bring about such end or result. They should instruct pupils how to study and prepare their lessons, and never rest satisfied unless the pupils thoroughly understand the subject-matter of the lesson.

14. Teachers should take special pains to encourage and brace up the diffident and easily-embarrassed pupils, and restrain the pupils that are too forward.

15. Teachers that are thoroughly in earnest rarely find time or occasion to occupy the chair while in charge of the school.

16. As teaching produces constant strain on the nervous system, it is highly important that teachers have plenty of sleep. Rest soothes the nerves, invites cheerfulness, improves the disposition, promotes patience, and is absolutely essential to good health. On the other hand sleeplessness, or the want of the required amount of rest, tends to make one irritable, impatient, easily annoyed, and unfits one to do good work in the school-room.

17. In conclusion allow me to express the hope that we may all realize the responsibility resting upon us as individual teachers. May we all be kind, generous, firm, faithful, honest, and true to those who receive instructions from us. Let us all carefully study self, and thus improve ourselves and become better qualified for the discharge of our duties. Let us thor-

oughly acquaint ourselves with the subject-matter to be taught. And furthermore it is essential that we constantly study human nature. That we learn to appreciate the varied wants of children and the difficulties with which they have to contend. If we do this faithfully, it will increase our sympathy and kindly feelings toward them, and enable us better to become real helpers to those that are dependent upon us.

AN OPEN LETTER TO MR. L. L. WILES.

Dear Sir:

Last winter while stopping at Zanesville I had the pleasure of listening to you at a teachers' institute. What I there heard, and the favorable report which your fellow-teachers gave of your work in the school-room suggested the thought of writing you a letter, but the press of other duties has caused this delay. You are a representative man among the teachers of ungraded schools. Where such frequent changes are made, the few who continue as you do in the district schools from year to year, have a power for a good which you, perhaps, do not realize. The young teacher feels safe in following your example, and thus in all the neighboring districts your methods are accepted without questioning. Your opinion as to the needs of the country schools will weigh more with the average legislator than the advice of a dozen city superintendents; your decision concerning any method of instruction will be more potent with the teachers of the country, than the voice of any college faculty. Such power bears with it a corresponding responsibility. The legislation in the interest of ungraded schools, if any be needed, must be suggested, or at least favored, by the class of which you are a worthy representative—the life-long district-school teacher.

If there be any improved methods of instruction, more philosophical, and therefore more practical than those of olden times, it is for you to prove all things, and hold fast that which is good. But no one can prove without testing, nor fairly judge without examining.

In going through the country I see that many of the farming utensils which in my youth were thought very good, have since been discarded; great changes, too, have been made in the methods of cultivation.

Is it not possible that the schools of the country may also be improved? If so, the men of your class must select the practical and the useful, rejecting the visionary and pernicious, and that which you have chosen must, by your good judgment, be modified and adapted to the wants of your own community.

With hearty wishes that your useful labors may long continue to be an honor to our profession,

I am your fellow-teacher,

MARTIN R. ANDREWS.

Marietta, March 12, 1881.

EDITORIAL DEPARTMENT.

——We request that our readers will inform us immediately of the time, place, duration, and instructors of their next County Institutes. If these facts are not as yet all known send those already known, and the rest as soon as they become known.

——The National Council of Education will meet in Atlanta, July 16, and the National Educational Association July 19, 20, 21. The hotel rates will be from $1.50 to $3.00 a day. Atlanta is 500 feet higher than Cincinnati, and has no greater summer temperature, although farther south, with the advantage of always having pleasant nights. The average daily temperature for the five days, July 18 to 22 inclusive, in 1879 was 74.3°, and in 1880 77.8°, the highest temperature on any of these days in the former year being 78.7°, and in the latter 80.2°. Last year was unusually warm. It is said that a temperature of 90° in Atlanta is not so oppressive as 80° is in a more humid climate. Next month we shall give more particulars. The following Ohio men are expected to take part in the program:—the Hon. D. F. DeWolf, the Hon. J. J. Burns, Dr. I. W. Andrews, Dr. John B. Peaslee, John W. Dowd, and Chas. L. Loos. About a score of other persons from other states have already been announced as participators in the exercises. We hope Ohio will be well represented.

——The educational men in Ohio are suffering another disappointment. Ohio is fast settling down into that condition in which reforms are almost impossible. We are entirely too self-complacent as a State to make any rapid advance educationally. We need legislators with backbone, who are not to be frightened by every obstructive remark of constituents, and who don't care whether they be re-elected or not.

——We feel sure that many of our readers do not realize the amount of recondite information found in the miscellaneous department of Educational Notes and Queries. Much of this information can be turned to excellent account in school work. The periodical is now in its seventh volume. We can supply back volumes in numbers except the first, that for 1875. A past volume is just as valuable as a current one, as the matter is of a permanent character. Some of our Ohio teachers have all the volumes and prize them highly, and others are beginning to see what a repository of information not elsewhere easily obtained the volumes contain, and are ordering them. A weekly periodical published in London, England, called *The Oracle*, makes frequent drafts on Educational Notes and Queries.

——The fifty-first Annual Report of the Common Schools of Cincin-

nati for the school year ending Aug. 31, 1880, together with the Hand-Book for the school year ending Aug. 31, 1881, is a book of 299 pages. In the part devoted to Sup't Peaslee's Report the most novel portion is that relating to "General Information." We suggest to teachers the propriety of devoting a few minutes each day to general questions. Those who want aid in this direction will find a great deal in the six volumes of EDUCATIONAL NOTES AND QUERIES which we have already published. See a more particular reference to this periodical in another place.

——WE are indebted to the Hon. D. F. DeWolf for a copy of Senate Bill No. 270 by Mr. Richards, which is now a law. This bill amends Sec. 4081 of the Revised Statutes. We print the added portion in italics. We consider the amendment as exceedingly unwise. It looks as if Mr. Richards intended to make the getting of a certificate easy for some teacher who had become rusty, and dreaded an examination. Teachers of this character are numerous in the State. They have managed by hook or crook to keep their places for five or more years. There would have been more sense in saying that teachers who have taught five or more years in one place should be subjected to a more rigid examination than at first because experience ought to increase their ability to pass such examination.

"That each person who applies to the board for examination shall pay to the clerk a fee of fifty cents. The board may grant certificates for *one, two,* three, five and ten years, which shall be signed by the president and attested by the clerk, and shall be valid within the district wherein they were issued, *and if the applicant shall have taught for five years consecutively in one place he shall be entitled to a certificate for five years, and if a teacher has had fifteen years' experience as such, and has taught for ten years consecutively in the same place, he shall be entitled to a certificate for ten years, and such certificates issued for five and ten years, on account of consecutive years of teaching and experience, shall be renewable without re-examination at the discretion of the examining board,* and on the production of satisfactory evidence that a person to whom a certificate has been issued is inefficient, or guilty of immoral or improper conduct, the board may revoke the certificate and discharge such person from employment as teacher in the district; but such teacher shall be entitled to pay for services to the time of such discharge, and the word teacher shall be held to include superintendent of schools."

——GREAT interest is now attached to the publication of the revised New Testament. The University Presses of England will publish cheap editions May 17. An edition, 32 mo., in nonpareil type will be retailed at 15cts paper bound, or 20cts cloth bound. An edition in brevier type (the size of this) will be retailed at 50cts bound in cloth. A Companion volume will give all the changes thought advisable by both Committees, American and English. The combined books will be sold for 25 cts. Address I. K. Funk & Co., 10 and 12 Dey Street, New York, N. Y., who are reputed to publish some of the best printed and cheapest books now issued in the United States.

——WE learn that the Ohio School Report is out, but up to date of this writing, April 16, we have not received a copy. It will be noticed next month.

——SALEM, OHIO, now rejoices in a new and well-built 8-room School building so constructed that the light in each room comes in from the back and left. It is heated by a new kind of furnace, the first of the kind ever placed in a school building. In each room there is a grate. Next year the Board of Education will increase the number of teachers; perhaps three or four new teachers will be wanted. We presume the Board will wisely decide to employ no teachers without experience, and that they will seek for experience and successful experience too. Failures would ill-harmonize with the fine building which the Board have provided for the Schools.

——A DECISION has been rendered by Judge Friesner, in Hocking Co., in a case in which a discharged teacher had sued for his wages. The defence set up the plea of illegal certificate. The testimony showed "that the plaintiff held a certificate of qualifications to teach required by law, which purported to be signed by the three School Examiners of the county; that before the issuing of the certificate the Examiners had held a legal examination, at which all the applicants present were duly and legally examined in all the branches provided for by statute, and that the plaintiff was one of those applicants; that those applying for certificates answered all the questions propounded, and did their work at the examination in writing; that the manuscripts were divided among the Examiners for inspection; that two of them took the papers written in about two-thirds of the branches and went to their homes; that the Examiners separate and apart from each other passed upon the manuscripts in their hands respectively, and two of them sent the grades or results by mail to the other (the Clerk of the Board) at Logan, who compiled the general result, issued certificates to those whose grades were high enough, signing the names of the other Examiners thereto. The Board of Examiners held no other meeting for the determination of the result of said examination.

The Court held among other things that the plaintiff had no legal certificate; that in order to grant such according to law the Examiners must be together as a *Board* and pass upon the work done in each and all the branches by the applicants severally, and thereupon at their meeting as a Board, personally sign the certificates issued, or authorize the same to be done in their presence. And the Court further held that under the statute two of the Examiners must agree on the qualifications of each applicant in the respective branches."

We have always considered that every examiner who signs a certificate should examine *all* the written papers submitted by the applicant, and not merely those in answer to questions proposed by himself. If the Supreme Court should confirm the decision of Judge Friesner many certificates will be found to be illegal, possibly a majority of them.

——I HAVE just finished reading in the January number of "Education," Superintendent Shepherd's excellent article on "Examining and Certificating Teachers,"—and I am prompted to say some things he has

not set down. There is no part of the educational machinery so important as that intended to test the fitness of candidates to take upon themselves the complicated and difficult work of teaching; and no part of that machinery—and I say it without fear of successful contradiction—fails so ignominiously in accomplishing its object. In the first place, so far as I know in our State, the written examination is relied on exclusively, which can never, as Sup't Shepherd well argues, come anywhere near proving a competent test. In the next place, the questions generally propounded are of the narrowest and most pedantic character,—the answers to which can determine little as to the candidate's breadth or thoroughness of knowledge, and nothing of his ability to teach. And the means so generally adopted to prepare for these examinations are well suited to the character of the questions. Candidates get hold of back numbers of the School Commissioner's Reports, and laboriously wade through the innumerable lists of questions printed therein; lay hold of copies of questions used in previous county examinations, running back for quantity; and still fearing that these will not prove sufficient, they buy, and attempt to digest a copy of every one of those pestiferous books of questions and answers, variously named, but all purporting to be aids to teachers' examinations. The result of all this is the stifling of every incentive to true scholarship,—and the fostering of the dryest system of "cram" ever known anywhere. No inducements are held out by Examiners to those purposing to teach, to make a systematic study of a subject,—in other words, to obtain knowledge as a connected logical whole. On the contrary, it is instinctively felt, even by the most intelligent, that such a method of study is time wasted, so far as getting a certificate is concerned, whilst the unintelligent think nothing about it, but grind away on their heaps of questions, hoping that when examination time comes round they may have hit in this grind upon enough of the questions to be given to pull through for a six-month's certificate, at any rate. To discuss a remedy for this state of things would require the space of a long article. For the present method of teachers' examinations, I have space to say but this one thing,—and that is, in the comprehensive language of Shakespeare, let it be reformed altogether. H.

EDUCATIONAL INTELLIGENCE.

——Fifteen pupils will graduate this year at Washington C. H.

——Eleven pupils, 9 boys and 2 girls, graduated from the Public High School of Canal Fulton, March 25.

——At the next session of the Fayette-County Teachers' Institute foreign aid will be confined to evening lectures.

——The Spring term of the Ohio Central Normal School opened with a large increase in attendance over former terms.

——More than one hundred dollars are to be given in premiums to the Educational Department of the County Fair of Marshall County, Iowa.

——The Public Schools of Crestline seem to be prospering under the management of Mrs. Anna M. Mills. The literature wave struck them more than a year ago.

——We have received a 12-page brochure entitled State School Books. It contains press extracts from New York to Sacramento, and also opinions of State Superintendents.

——The number of volumes in the National Library of Paris is 2,078,000, in the library of the British Museum, 1,000,000, and in that of the Vatican, 30,000, and 25,000 manuscripts.

——Of the parents of children in the Public High Schools of Ohio, 53 per cent pay no tax, 26 per cent pay tax on less than $500, and 15 per cent pay a tax on more than $500 and less than $1000.

——Those interested in Educational Departments in County Fairs should get the elaborate circular on the subject issued by F. J. Gutter, of Marietta, in relation to the Washington-County Fair.

——"In California female vice-principals of public schools receive the same salary as male vice-principals. The law of the State rules that women shall receive the same remuneration as men for the same work."

——"Fresh Leaves," and "The Sense-Reader" are the names of two new publications begun in March by E. O. Vaile, 46 Madison St., Chicago. Ill. Price of a single copy of each 3cts, or 20 cents for the year (10 Nos).

——The cook at Parker's restaurant in Boston, the President of Harvard University, and the editor, Mary L. Booth, of Harper's Bazar, each receives a yearly salary of $4000. These salaries show that stomach, brain, and back are held in equal estimation.

——The previously-announced program for the meeting of the Warren-County Teachers' Association at Lebanon, April 9, was as follows:—"The Foundation," Laura Greely; "Primary Arithmetic," Mrs. J. Defendahl; "Reading," J. W. Wood; and Essay, A. J. Cassedy.

——The High School at Newark, Ohio, had a reunion April 1. Besides the High-School Journal which ended the literary exercises, the topics discussed were "The Printing Press," "Printing," "Books," "Editors," "Newspapers," and "Effect of Printing upon Civilization."

——It has been asserted that a large majority of the school superintendents in the west are college graduates. We regret that in our directory items we did not include the items relating to place of education, and kind of school in which the education was obtained.

——A Summer School of French Language and Literature will be opened at St. Clair, Michigan, July 7, and continue six weeks. It will be under the management of Alfred Hennequin, of the University of Michigan, Ann Arbor, who will send circulars giving details to those interested.

——The program of the Ohio Teachers' Association has not as yet been received. Geo. W. Walker, the Chairman of the Executive Committee, says that several persons, after accepting a place on the program, have declined, and thus have caused delay in preparing a permanent program.

——The Sandusky Register of March 22, contained an extended article from Alston Ellis on "The O'Hagan School-Book Bill—Its Origin and its Provisions—General Observations on the School-Book Question." The issue of March 19th, contained a letter on the same subject that had been written to R. W. Stevenson.

——The Hamilton-County Teachers' Association met Feb. 12. John Mickleborough spoke on "Mind." A. B. Johnson alluded to the school bills before the General Assembly, styling the one relating to renewals of certificates as "mischievous." H. H. Fick read a paper on "The Cultivation of the Æsthetic Sense in Education." The exercises were enlivened by music.

——The following in printed form is sent by Sup't E. E. Henry to the patrons of the Coshocton Public Schools:—"Are you acquainted with the teacher of your children? If not, please call; you will find all the pupils and teacher glad to see you. Come any time as suits your convenience, but be sure to come. We wish to talk with you about your children."

——The Third Annual Contest of the Inter-High-School Oratorical Association of Eastern Iowa, was announced to take place at Monticello, Friday evening, April 29. Contestants were announced from Marengo, Iowa City, Monticello, Marshalltown, Independence, Cedar Falls, West Waterloo, East Waterloo, Maquoketa, Manchester, Tama City, Hampton, Waverly, and La Porte City.

——The Northeastern-Ohio Teachers' Association met in Cleveland, April 9. Jay P. Treat's paper on "Some Lessons from the Life of Dr. Arnold," was discussed by B. A. Hinsdale, and Anson Smyth; Prof. W. G. Ballantine's Paper on "Present Aspect of Spelling Reform," was discussed by I. M. Clemens, who opposed the reform. Luther W. Day read a paper on "Results of Persistent Effort."

——We have received the Constitution of the Teachers' Provident Association of the United States. It has its headquarters at 21 Park Place, New York, N. Y. John Y. Culyer, member of the Brooklyn Board of Education and formerly editor of the Brooklyn Journal of Education, is President, and Amos M. Kellogg, Editor of the New-York School Journal, is one of the Directors.

——The following is from the Mineral-Point correspondence of the Tuscarawas Advocate, dated Feb. 28, 1881:—"We are informed that there actually are local directors in one of the sub-districts of Sandy Township (Tuscarawas Co.) who object to having Algebra taught, even if the teacher is willing to devote a part of the noon hour to it for the benefit of the pupils so as not to encroach on the regular school hours."

——The program of the Teachers' Meeting at Blomingburg, Ohio, March 26, was as follows:—Address of Welcome, by J. M. Edwards; Response, by R. C. Miller; "Life's Opportunities," B. A. Rankin, discussion by Ed. Thornton; "School-room Æsthetics," A. A. Hyer, discussion by Mrs. M. J. Trumper; "What constitutes a Teacher," L. O. Perdue, discussion by B. A. Arbogast. The exercises were enlivened by music.

——THE Kentucky Teachers' Association will meet at Elizabethtown the week before the meeting of the National Educational Association in Atlanta. An excursion will be made to Mammoth Cave. The teachers of Ohio, Indiana, and Illinois are invited. Tickets good for two weeks to cover the time of both Associations will be arranged for if possible. We visited Mammoth Cave in 1875 with the Kentucky Teachers' Association, and had an enjoyable time.

——THE previously-announced program for the meeting of the South-western-Ohio Teachers' Association at Hamilton, April 30, was as follows:—"Course of Study in Common Schools," John Hancock; Report of Special Committee (A. B. Johnson, Chairman) on "Readjustment of the Course of Study in Public Schools." It was thought that this report would be of unusual interest. L. R. Marshall was to have charge of the musical portion of the program.

——"THE provisions of the Teachers' Pension Act, recently adopted by the Quebec Legislature, are regarded by the majority of those interested as very unjust. The scheme provides the fund by a tax on salaries of 4½ per cent. The chief injustice lies in the fact that female teachers, although obliged to contribute on the same basis as the males, on marrying and leaving the profession lose the right either to a pension or the refund of the amount paid in."

——"You and I know that it is quite possible to go comfortably through the world without ever multiplying duodecimals, or stating through what countries one would pass in going in a direct line from the Mountains of the Moon to the westernmost point of Alaska. We know also that it is not possible to go through life either comfortably or safely without honest principles and temperate habits."—[*Hough.*

——THE Warren-County Teachers' Association met at Lebanon, March 12th. Morris Hageman read a paper on "Literature in the Public Schools," which was discussed by Messrs. Mitchell, Fritz, Steddom, Austin, Wood, Ludlum, Benham, Leonard, and Mrs. Keever, and Miss Dill. A. S. Austin read a paper on "The Practical in Teaching," which was discussed by Messrs. Mitchell, Ludlum, Wood, Steddom, Gibson, and Miss Hall. Adjourned to meet in Lebanon, April 9.

——THE previously-announced program for the Southeastern-Ohio Teachers' Association at Logan, April 29, 30, was as follows:—Address of Welcome by S. H. Bright, Esq., Response by E. S. Cox: Inaugural Address by G: R. Rosseter, discussion by H. B. Scott; "Self-Control in Education," T. C. Flanegin; Lecture, by the Hon. D. F. DeWolf; "The Fortification of a Republic," Miss H. U. Maxon, discussion by Miss R. P. Cooke; "The Duty of Example," W. H. Scott, discussion by M. R. Andrews.

——THE Fulton-County Teachers' Association met at Pettisville, March 19th. A. S. Van Buskirk talked on government, and W. B. Alwood read an article on geography, which was discussed by Arthur Lyon. The Rev. Mr. Davies discoursed on "The Place of the Imagination in Education," which discourse was discussed by J. E. Sater, A. S. Van Buskirk, and the

Rev. Mr. Hayes. Resolutions complimentary to J. E. Sater were passed in view of his prospective change of labor to the State Commissioner's office. Adjourned to meet at Wauseon, April 30th.

——The Caldwell, Ohio, Normal School will commence its eleventh annual session, Monday, July 25, 1881, and continue eight weeks. Tuition in Teachers' Course six dollars. This school was founded in 1871 by John M. Amos, now editor of the Citizens' Press, Caldwell, Noble County, Ohio, and L. D. Brown, Superintendent of the Hamilton schools. The present Principals of the school are J. G. Schofield and Wm. N. Rice. Both of these gentlemen were pupils of the school, and afterwards were students at the Ohio Wesleyan University. We bespeak for these gentlemen a liberal patronage.

——The Portage-County Teachers' Association met at Kent, March 19. W. W. Slabaugh delivered his Inaugural Address. Etta Eldridge read a paper on "Primary Reading," which was discussed by Misses Rogers and Van Meter, A. B. Stutzman, and the Rev. E. Morris. President Orello Cone, of Buchtel College, delivered an address on "Ideals and Aims in Education"; R. F. Frost read a paper on "Respiration, Normal and Modified," which was discussed by Dr. Sherman, A. B. Stutzman, W. Thomas, and Messrs. Patton and Gilbert. Music enlivened the exercises. Dinner was served in the basement of the Universalist Church.

——The Clark-County Teachers' Association met at Springfield, March 26. H. C. Gibbs read a paper on "Our Common Schools," which was discussed by J. T. Tuttle, W. J. White, D. W. De Lay, and others. Mr. Gibbs advocated mechanical education. John Griffith read a paper on "Little Things in the School-room," which was discussed by O. B. Trout, D. W. De Lay, Paschal, and others. D. W. De Lay read a paper on "School Discipline," which was discussed by Hortense G. Snyder, and Messrs. Davis, Taylor, W. J. White, W. G. E. Pope, Trout, and others. The Rev. John Rowe read a paper entitled "Simplicity versus Fiction," which was discussed by John Holmes, Prof. Geiger, W. J. White, and others.

——We call especial attention to the advertisement of the Lakeside Summer School of Science for Teachers. We learn that the faculty will consist of Prof. Buchart of State College, Pa., specialist in Botany; Prof. Wiley, of Purdue University, Ind., specialist in Chemistry, A. G. Farr, Principal of Columbus High School, specialist in Physics; Prof. A. H. Tuttle, of Ohio State University, Columbus, Ohio, specialist in Physiology; and John P. Patterson, Superintendent of the Public Schools of Washington C. H., specialist in Field Work in Natural History, and Chairman of the Natural-History Club. We have never visited Lakeside, but presume that each year makes it more attractive as a summer resort. Doubtless the scientific fever will be high enough to be contagious. Paradoxical as it may seem in statement, the cool lake breezes will tend to increase the scientific heat.

——There are probably few schools in the country that can show a better proportional patronage of educational periodicals than those of

Canton, Ohio. There are 54 teachers, including the superintendent. These 54 teachers take 33 copies of the Ohio Educational Monthly, 27 of the New-England Journal of Education, 9 of the Normal Teacher, 8 of the Teachers' Advocate, 7 of the Teachers' Institute, 4 of Educational Notes and Queries, 4 of the Primary Teacher, 2 of Education, 2 of the New-York School Journal, 2 of the Scholar's Companion, 1 of the Practical Teacher, and 1 of the Western School Journal, in all 100. In addition to these they take 2 copies of the Popular Science Monthly, 1 of the American Naturalist, 1 of the Boston Journal of Chemistry, 1 of Hours of Recreation, and 4 of St. Nicholas. Among the other periodicals taken by these teachers are the North American Review, Littell's Living Age, Scribner's Monthly, Eclectic Magazine, Harper's Magazine, etc. We cannot give the number of each. The Canton teachers set a fine example to those teachers who think they cannot afford to take even one educational periodical.

PERSONAL.

——G. C. Fisher is Superintendent of the Public Schools of Dover, N. H.

——The Hon. John M. Bloss is now fairly installed as the new Superintendent of Public Instruction in Indiana.

——W. N. Rice has been elected Superintendent of the Public Schools of Caldwell, as successor of W. G. Schofield.

——Randolph Leonhart has been employed as an additional German Teacher in the Public Schools of Canton, Ohio.

——Dr. Lewis will re-open his Normal School for Physical Culture in Boston, beginning the summer session June 29, and closing Sept. 1.

——The Hon. H. A. M. Henderson, late State Superintendent of Public Instruction in Kentucky, is now a resident of San Francisco, California.

——A. D. Wilt, much to the regret of some of the best educational men of Dayton, has retired from the Dayton School Board. He has been a valuable member.

——A. B. Magoun, who has for 43 years been Principal of the Harvard School of Cambridge, has resigned. He has taught 54 consecutive years. He was born in 1808.

——Sir Charles Reed, M. P., President of the London School Board since its organization, died the last of March. He visited this country in 1873, and also in 1876.

——J. B. Peaslee, Superintendent of the Public Schools of Cincinnati, Ohio, will deliver the annual address to the graduates of the Germantown High School, May 20th.

——T. H. Bulla has been re-elected Superintendent of the Public Schools of Niles, Ohio, with an increase of $100 in salary. His election is for three years.

——JOHN MCBURNEY, editor of "The Guernsey Teacher," and a Professor in Muskingum College, will conduct a Normal School at Cambridge, beginning July 19 and closing Aug. 26.

——THE Rev. Dr. David A. Wallace, one of the pastors at Wooster, formerly President of Monmouth College, Ill., will address the New-Lisbon High School, at the close of the term next month.

——COL. L. Z. CADOT and A. W. Allemong have been re-elected members of the School Board of Gallipolis. The former has been a member for the last twelve years; the latter is serving his second term.

——THE Hon. J. J. Burns has six Institute engagements, one week in July, and five beginning the first of August. He was one of the Instructors at the Sandusky-County Teachers' Institute, the week beginning March 28.

——WILLIAM I. GRAHAM, ten years ago a leading teacher in Noble County, Ohio, afterward a graduate of the Ohio Wesleyan University at Delaware, is now Professor of Ancient Language in Baker University, Baldwin, Kansas.

——THE Hon. James H. Smart has opened an office in Indianapolis for the agency of Appleton & Co.'s subscription books, embracing the American Cyclopædia, Jefferson Davis's Rise and Fall of the Southern Confederacy, etc.

——ELI F. BROWN has resigned his position in the Indianapolis High School to take a professorship in the Indiana State Normal School at Terre Haute. We believe Mr. Brown is a Virginian who went to Indiana fifteen or twenty years ago.

——GEO. W. WELSH, Superintendent of the Xenia Public Schools, will deliver the annual address before the graduates of the High School of Washington C. H. An address will also be delivered by the Hon. M. Pavey, a member of the Board of Education of Washington C. H.

——H. V. KERR, State Librarian, died March 27, of neuralgia of the heart. Mr. Kerr was, we believe, about thirty years ago County Superintendent of Clermont. Ohio has, so far as we know, never had but three County Superintendents, the other two, Messrs. Tuckerman, and Bailey, serving for Ashtabula County.

——JOHN OGDEN will be engaged the entire month of August in Institute work in Iowa. He recently declined the Principalship of the Southwestern Co-educational Institute at Hopkinsville, Ky., preferring to continue his work in Ohio. This year he will preside over the deliberations of the Ohio Teachers' Association.

——J. E. SATER, who has for a number of years been Superintendent of the Public Schools of Wauseon, has accepted a position in the office of the State School Commissioner. The Rev. R. R. Davies, pastor of the Congregational Church of Wauseon, and a graduate of Marietta College, will fill out Mr. Sater's year at Wauseon.

——CHAS. S. ROYCE, of Providence, R. I., well known to the older Ohio teachers, writes from Arlington Heights, near Boston, under date of

April 10, alluding to the snow and signs of coming vegetation, "I could not do as Fremont did, 'make a snowball with one hand, and pluck a flower with the other,' but I could make a snowball with one hand, and pluck a fresh mullein leaf with the other."

——H. BENNETT, A. D. Beechy, D. K. Boyd, J. B. Cash, H. J. Clark, Louis F. Coleman, J. P. Cummins, G: H. Denham, Celia Doerner, T: Eubank, N. S. Eversole, E. P. Ewers, Nettie Fillmore, J. M. Greenslade, G: S. Harter, James L. Lasley, J. F. McCaskey, G. W. McGinnis, H: N. Mertz, S: Major, A. A. Moulton, J: E. Morris, James S. Otis, T. J. Slattery, P. W. Search, Mary R. Sawyer, F. D. Taggert, Rachel V. Wheeler, P. Hamilton Wallace, L. H. Waters, G: W. Yohe, J. W. Tellers, and I. N. Saddler, have been made happy by receiving State Certificates. L. R. Marshall and J. W. Schofield have received special certificates in Music.

——H: A. FORD, formerly editor of the Michigan Teacher, and of the Northern Indiana Teacher, has completed his History of Hamilton County, in two volumes quarto, and will next prepare a similar work for Louisville, and the other cities about the Falls of the Ohio. He writes us that he can not accept institute engagements this year; but that Mrs. Kate B. Ford, who labored acceptably last season in the county institutes of Ross, Columbiana, and Medina counties, and in the city institute at Chillicothe, will continue her work in this field. She can be addressed at 1909, Euclid Avenue, Cleveland, Ohio. We cordially endorse Mrs. Ford as an Institute worker. The hints that she gave at our County Institute in November last, have been materialized in several of the schools of our county.

——THE Rev. Elnathan E. Higbee, President of Mercersburg College, has been chosen successor of the Hon J. P. Wickersham, as Superintendent of Public Instruction in Pennsylvania. He was born in Burlington, Vt., in 1830, and was graduated at the University of Vermont in 1849. He began to study law but soon concluded to teach, beginning at Emmittsburg, Md., as a tutor in the family of the Hon. Joshua Mottier, whose daughter he afterwards married. He began to preach in the same place in 1854, after having attended the Theological School at Mercersburg, Pa. In 1855 he went to preach at Bethel, Vt. In 1858 he began to preach at Tiffin, Ohio, serving at the same time as a professor of language in Heidelberg College. In 1862 he took charge of Grace Church at Pittsburgh, Pa. In 1864 he served as Professor of Church History and Exegesis at Mercersburg in place of Dr. Schaff who was visiting Europe, to which position he was elected in 1865 on Dr. Schaff's resignation. In 1867 he was elected President of Mercersburg College. In 1878 he travelled in Europe inspecting the libraries and educational institutions.

BOOK NOTICES.

THE ECLECTIC HISTORY OF THE UNITED STATES. By M. E. Thalheimer Van Antwerp, Bragg & Co. Cincinnati and New York. Pages 392.

This new history cannot fail to attract the attention of teachers. The

plan of the book is in the main new. A double-page map of the western hemisphere gives the routes of the four voyages of Columbus, and the voyages of Magellan, Gama, and the Cabots. There is also a double-page map of the progress of the colonies prior to 1763, and also one of the colonies during the revolutionary war. One is also intended to illustrate the war of 1812, and another to illustrate the late civil war. The last of these double-page maps is intended to show the acquisition and distribution of territory. A single-page map illustrates the Mexican war. At the end of every chapter there are given Notes in fine print occupying from one to three pages. These are mainly biographical. The illustrations of the work are numerous. There is a good index following a pronouncing vocabulary.

HAND-BOOKS FOR YOUNG TEACHERS. Number 1, First Steps. By Henry B. Buckham, A. M., Principal of State Normal School, Buffalo, N. Y. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages 152. Price in cloth 75 cts.

This book is a contribution to the details of the teacher's work, and does not venture far into the domain of pedagogical philosophy.

PRACTICAL ETIQUETTE. By N. C. With a chapter on Business Correspondence and Applications, for Positions, etc., by the editor of the Practical Teacher. Chicago: W. L. Klein & Co. 1881. Pages 60. Price 50 cts.

The titles of the chapters of this little duodecimo are General Hints, General Rules for Conversation—Dress—Marriage—Domestic Etiquette, Introductions—Calls and Cards—Visiting, Dinners—Lunches—Habits at Table—Evening Parties, Rules of Politeness for Young Children, Letters—Notes of Invitations—Acceptances and Regrets—Letters of Introduction, School-room Etiquette, Correspondence—Applications, etc.

PREMIERES NOTIONS DE TAKYMÉTRIE (Géométrie Naturelle) l'Usage des E'coles Primaire. Par M. J. Dalsème. Deuxieme Edition. Paris: 1880. Pages 58.

We are endebted to Prof. E. J. Edmunds of New Orleans for this ingenious little work. It contains 65 cuts, most of which are colored.

INTERMEDIATE LESSONS IN NATURAL PHILOSOPHY. By Edwin J. Houston, A. M. Philadelphia: Eldridge & Brother. 1881. Pages 207. Price for specimen copy for examination 50 cts.

Each of the twenty chapters of this book is followed by a syllabus and questions for review, and the book closes with ten pages of questions for examination. The book is neatly illustrated. The author intends it to fill the gap between his "Easy Lessons in Natural Philosophy," and his "Elements of Natural Philosophy." We see no good reason for having three school text-books on Natural Philosophy. The tendency of school work is to avoid a series of books on a single topic.

UNIVERSITY OF THE STATE OF NEW YORK. The Two Hundred and Fifty Regents' Schools of the State of New York, with the Names of the Principals and Relative Rank in the Apportionments of the past six years. Compiled by C. W. Bardeen. Price Twenty-five cents. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages 34, paper cover.

This little book contains matter of much interest to New-York teachers who are engaged in the Regents' Schools.

THE NEW-YORK EXAMINATION QUESTIONS, being the questions given at all the Examinations for State Certificates from the beginning to the present, embracing THREE THOUSAND QUESTIONS in Reading, Writing, Drawing, Arithmetic, Geography, Grammar, United States History, General History, Algebra, Geometry, Book-keeping, Composition, Rhetoric, Literature, Civil Government, Physiology, Zoölogy, Botany, Geology, Mineralogy, Physics, Methods, School Economy, School Law, together with Latin as an optional in place of Geometry. To which is added A List of the Successful Candidates. Price Twenty-five cents. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages CXI.

The title explains the book. It is bound in cloth limp.

PRACTICAL PHONICS, A Comprehensive Study of Pronunciation, forming a Complete Guide to the Study of the Elementary Sounds of the English Language, and containing Three Thousand Words of Difficult Pronunciation, with diacritical Marks according to Webster's Dictionary. By E. V. De Graff, A. M. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages 108. Price 75cts.

This is a book for study, not for mere reading. There are yet hundreds and thousands of schools that give little attention to critical exercises in pronunciation. This number ought to be rapidly diminished. This little work is designed to aid teachers and pupils in acquiring greater accuracy in the pronunciation of words.

A MANUAL OF SUGGESTIONS FOR TEACHING FRACTIONS, specially designed to accompany a Fractional Apparatus for developing the Idea of Fractions. By Woodhull W. Davis, Syracuse, N. Y.: C. W. Bardeen, 1880. Pages 43, paper sides. Price 25 cts.

This little book of sixty lessons is intended to occupy a term's work.

HINTS ON TEACHING ORTHOEPY, by C. T. Pooler, A. M. Price Ten Cents. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages 15, paper sides.

These hints are certainly worth ten cents to a teacher.

APPLETON'S AMERICAN STANDARD GEOGRAPHIES, based on the Principles of the Science of Education, and giving Special Prominence to the Industrial, Commercial, and Practical Features. Elementary Geography. Pages 106.

HIGHER GEOGRAPHY, embodying a Comprehensive Course with many Original Features accompanied with Numerous Engravings illustrative of new subjects, from sketches and designs by distinguished artists—with Political Maps combining every convenience for both Study and Reference—with Physical Maps showing at once, by a new Arrangement, not only Differences of Elevation, but the Principal Minerals, Animals, and Vegetable Products of each Country—and with a Commercial Map of the World, displaying the Chief Exports of the leading Commercial Cities, as well as Steamer-Routes, Submarine Cable-Lines, etc. New York, Boston, Chicago, and San Francisco. D. Appleton & Co. 1881. Pages 129.

These books are tastefully bound in cloth of a new color which our vocabulary of colors is not extensive enough to name. The illustrations in each of the books are numerous, beautiful, and well-chosen. The Elementary Geography, although retaining part of the Cornell System of dealing with local geography, contains much more descriptive geography than Cornell's Primary Geography. The title-page, as given above of the Higher Geography, gives in brief the chief characteristics of the book. The reference-tables are both novel and excellent. The last page of the book contains the names of 260 United-States towns and cities

with their populations in 1870 and 1880. On the preceding page are given the names of the largest cities of the world having a population exceeding 200,000, the population and dates of the census, except of the Asiatic cities, and of Havana and Mexico being given for each. No mere description is sufficient to give our readers an idea of the many novel and valuable features of the Higher Geography. We notice some oversights in the matter of pronunciation and spelling which will possibly be corrected in future editions.

SHAKESPEARE'S KING HENRY THE EIGHTH. With Introduction, and Notes Explanatory and Critical. For use in Schools and Families. By the Rev. Henry N. Hudson. Boston: Ginn & Heath. 1880. Pages 196.

The Introduction of 40 pages treats of the "History of the Play," "Historic Basis of the Action," "Authorship of the Play," "Ecclesiastical Leanings," "Political and Social Characteristics," "General Notes of Characterization," "Character of Wolsey," "Queen Catharine," "Delineation of Henry," and "Characteristics of Anne." It should be remembered that Mr. Hudson, in his editions of the plays of Shakespeare, has expurgated the text, thus rendering it suitable for School and Family reading.

THE SPIRIT OF EDUCATION, by M. l'abbé Amable Béesau, Curé de Saint-Louis-Des-Francais, a Moscou, Précédemment Chapelain de L'Ambassade de France a Saint-Petersburg, Camérier d'Honneur de S. S. Pie IX. Translated by Mrs. E. M. McCarthy. Published for the Translator by C. W. Bardeen, Syracuse, N. Y. 1881. Pages 325. 12mo. Price $1.25.

This is a treatise on education from the Catholic stand-point. The titles of its fourteen chapters are "What Education is," "What Influence is," "Early Years," "Youth," "The Intelligence," "Education of the Heart," "Education of the Will," "Physiology of Education," "Education of the Manners," "Conversation," "The Art of Speaking well," "Exterior Graces," "The Character," and "Work."

CHAUTAUQUA LANGUAGE SERIES. First German Book after the Natural or Pestalozzian Method for School and Home Instruction. By James H. Worman, A. M. A. S. Barnes & Co. New York and Chicago. Pages 93.

This is a neat illustrated book based upon Henness-Sauveur or so-called Natural Method. It differs from Sauveur's books in giving more attention to grammar. Prof. Worman is an energetic teacher of German. We witnessed his enthusiasm in his work at Chautauqua last summer. His method is well illustrated by this book.

SHAKESPEARE'S ROMEO AND JULIET. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath. 1881. Pages 186. Price by mail 65 cts.

The topics discussed by Mr. Hudson in his introduction of thirty pages are "Borrowed Matter," "History of the Play," "Additions and Variations," "Immaturity of the Workmanship," "General Characteristics," "Social Conditions," "Natural-Heartedness of the Lovers," "Character of the Hero," "Character of the Heroine," "Delineation of the Nurse," "Mercutio," "Friar Lawrence," "The Catastrophe," and "Concluding Remarks."

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PERSISTENT EFFORT.

BY LUTHER W. DAY.

In a general way, that which is, is the result of that which has been. The best of that which has been is included in the present. There is nothing absolutely lost. Even that which is usually denominated *failure*, serves at least two very important purposes, and should not therefore be characterized as failure—(1) It serves the essential purpose of a warning and erects signals upon that which is deemed dangerous or difficult, and (2) It evolves experience. But experience is a necessary element of success. Success, itself, is many-sided, and is never absolute, that is complete;—it is relative. That which in the light of to-day is glorified as complete success, may in the light of to-morrow sink into insignificance. But if success is relative, so, also, is failure. Failure is the unconquered part of success. It is to success what the reconnoissance is to the general engagement—that is, it reveals the strength and position of that which opposes. There is resistance, that is, opposition on every hand. But resistance is a test of strength, and strength is an essential element of success. Unemployed strength, either mental, moral, or physical is practically as if

it were not. The most powerful steam-engine shorn of its actuating principle, is as helpless as the iron mixed with the dross of the mine. To overcome resistance requires an outlay of strength greater than the resistance encountered. But resistance is constant;—opposition is felt at every step taken in advance in every department of human effort and research. Employed strength is aggressive—opposition until attacked is passive; when attacked it too is aggressive. All efforts to defend, seek also to assail. That is, in every struggle, whether mental, moral, religious, or political, there is both thrusting and parrying, assailing and defending—strength assailing strength. The employment of aggressive strength, that is, energy, is therefore *essential*. But misguided energy is abortive. The judgment, therefore must be employed; that is, there must be individual effort. And as resistance is constant, so must individual effort be constant, that is, persistent. The general who withdraws his troops for rest in the midst of the fight is soon put to rout. Likewise is the man whose efforts cease when brought face to face with that against which he contends. The crash of lightning and the jar of thunder tend to purify the air. The crash of battle and the concussion of "fierce contending nations" are elements of human progress. Neither the lightning nor the battle is in itself desirable; but in the light of results, each is excellent. Misdirected effort recoils upon him who directs. Strength, to be serviceable, must be rightly directed. The effort, therefore, must not only be persistent, but it must also be intelligent. That is, it must comprehend that against which it struggles. The general who hurls a single battalion against an army is quickly defeated and his own weakness revealed.

To comprehend that for which we struggle, as well as that against which we contend;—to appreciate the difficulties which lie in the way;—to be able to gather up the forces at our command and hurl them against the weakest points of that which opposes us;—to sit in careful judgment not only on the means employed, but also on their adaptability to the ends sought;—to profit by that which has already been accomplished by others under similar circumstances;—to concentrate our efforts for the accomplishment of an end;—to bring the mind, the energy, the soul into the DOING of that which we attempt —*this* is effort of the winning kind,—that is, it is *intelligent effort*. Such effort is not egotistical, though it is conscious—"it

vaunteth not itself, doth not behave itself unseemly." Persistent effort is not, of necessity, intelligent effort. Were it so, the present would be in possession of many of the secrets still held in the firm grasp of the future. Determined effort is laborious, but is not always wise—a fixed determination is, however, *essential.*

To write the history of persistent effort would be to write the history of man. On every hand there is contention;—in every department of human effort, there is strife, and out of this struggle is evolved progress. As in the human body, hidden from mortal sight, myriads of "life centres" labor incessantly, not only to build up bone, nerve, and muscle, but with equal assiduity to tear down and remove that which has ceased to be of service;—so in the great battle waged by man against a stubborn world,—stubborn mentally, morally, and physically,—must the useless give way to the useful, theory to practice, the dream to the reality? By dint of persistent effort there is building and destroying continually. The old, that is, that which has served its purpose, gives place to the new, and this in its turn becomes old, and from its ashes spring other new and sturdier elements of progress. Such progress may be intellectual, it may be physical. The soul and the body are closely allied; the material and the immaterial are near akin. The emotions of the soul crystallize in the glistening tear, and shine in the flashing eye.

History and tradition are two great lights of human progress, revealing not only much of the difficult and dangerous ground over which the human race has already advanced in its march to universal dominion, but also showing the foundations of the present. The birth of the printing-press dates also the death of tradition. While the death-knell of tradition was being tolled, the voice of the great unwritten past was crystallized in the printer's font, and its gems scattered throughout the civilized world. The great past with the deeds of its mighty dead, has, through the well-directed efforts of man, been spread out before us for our deliberate inspection and profit. The ambitions of the great, and the sufferings of the poor; the intrigues of the court, and the revolutions of the people; the domineering of the high, and the tears of the lowly; the struggle for individual power, and the contest for human rights;—the rebellion of the people against the voice of God through the centuries,—all these and the countless

influences attending them, are minutely detailed for our instruction and guidance. The deeds of men and the motives which inspired them; the condition of the people and the circumstances leading thereto; the whirl of revolution and its attending causes; the convulsions of empires and the objects sought,—all are preserved and presented for our consideration, and serve a single purpose,—that of making the present and the future more perfect. Whether we consider the moral, political, social, or religious field, the past is valuable only as a factor of the present and the future. The fields and hillsides which are soon to burst forth in living green, are enriched and strengthened by the dead vegetation of previous years. The past continually nourishes the present, and the present forever directs the future. However great the past may have been, however noble its achievements, its works are not sufficient for the present. The great pyramids of Egypt stand dumb in the light of to-day. It is to the inspiring *influences* of the sublime past and to the bright allurements of the ever-receding future that we are indebted for the unconquerable march of progress.

But these things do not simply occur. There is no fatality which urges man resistlessly forward, to that which is higher, or better, or even different from that which he is, or with which he is surrounded, at any time. Neither is there any result without adequate producing cause. To be dissatisfied with that which he is and has, and to desire to have that which he fancies to be better than that which he possesses, are laws of man's nature. The mighty progress of to-day and the glory of the 19th century, are due, in large measure, to man's dissatisfied nature. But the degree of dissatisfaction is as variable as a school-girl's whims. The fanatic would rush his cause impetuously to destruction, while the over-conservative, —the fogy—fearing possible disaster, advances only as he is dragged forward. But the people, while setting the brake on the fanatic, apply the spur to the fogy, and usually occupy the most tenable ground between these extremes, tending, however, toward fanaticism, that is, toward progress. On the one hand the wild fanaticism of nihilist, socialist, and communist would rush to certain destruction the liberties and franchises which the people have already wrested from the grasp of authority, and on the other, the "divine right of kings" and kindred theories hang like millstones about the neck of the

common people. As in the mine, the brightest gems are sometimes encased in the roughest exterior, so the most precious boons sometimes come to us from the most unlooked-for sources. Thus from beneath the grinding heel of English religious intolerance, sprang the American colony at Plymouth, from which was born American Independence, which gaining its birthright in the new continent electrified the world with the thought of individual liberty. With firm and unyielding effort, in the face of overpowering opposition, did the Fathers toil and suffer for the realization of that which they sought, and with persistence came the victory. But individual liberty involves also individual responsibility—as in the light of God, the darkness of sin is made manifest, so under increased responsibility is the character of man subjected to the test of the crucible. But fervent heat is a purifier, consuming the dross. Thus the crucible of individual responsibility separates the evil from the good—the dross from the gold. For with every good there is attendant evil. Every picture has its background, every virtue its opposite. There is friction everywhere. The battle between fire and water sends the rattling car and the plunging steamer forward in their appointed courses. It turns the machinery of busy shops in all the civilized world. The hum of spindles and the pounding of looms, the million voices of industry all rejoice and flourish in the results of this contest between these two elements. The background brings out the picture, virtue shines in the presence of vice.

A nation is not born in a day. A great man is not the result of chance. The present of any age is not the product of accident nor the result of blind fate. A great and mighty struggle precedes the onward strides of society and of nations.

Much of that which we hold most sacred and which we cherish most fondly is the direct result of long-continued effort. We enjoy civil and religious liberty without stopping to consider its source or its cost. We fail to realize that this sacred boon is sanctified by the blood of myriads, and washed to whiteness and purity in the tears of countless thousands. Our pride of country constrains us to look no further back in history than to the glorious days in which our fathers threw off the yoke of bondage and proclaimed themselves forever free. But human liberty and religious freedom were not born of the Revolution; the Revolution itself was born of the spirit of

Freedom. Beyond the Revolution; into the homes of the humble colonists; beyond the sea; beneath the heel of kingly oppression; into the fires of Smithfield; the halls of Inquisition; back through the Dark Ages to the cross of Jesus Christ, must we look for the birth of that which is the radiant crown of the 19th century, civil and religious liberty. Its birth was heralded by Him who spake as never man spake—"All things whatsoever ye would that men should do to you, do ye even so to them." During all these centuries, assailed by ignorance and superstition, trampled underfoot of those in authority, spurned by the teaching of those who deemed themselves wise, there have been found those who with unwavering zeal and fidelity have struggled for the success of that which we to-day enjoy. The battle of liberty was fought, the victory won, the decision announced, long before the ringing of Independence Bells. The army of the Revolution, at the command of the *common people*, served the writ of replevin on the English crown and brought away the charter of American Freedom. Had not the common people *settled* the question in their own minds, there never could have been a Bunker Hill, a Valley Forge, or a Yorktown. The dark days of the Revolution, when the patriot cause seemed deserted of God and man, would have witnessed the utter dispersion of the American army and the overthrow of the principles for which it contended.

What is true of the persistent struggle for liberty and for its maintenance, is equally true of the struggle for the growth of christianity. Human liberty and the true principles of christianity go hand in hand. He who came to establish the kingdom of God in the earth, laid at the same time the chief corner stone in the Temple of Liberty. The blood which sanctifies the one consecrates the other.

Upon the issues of the efforts of individual men, what momentous questions sometimes depend. It is to the sublime individual persistence of Columbus that we are indebted for the discovery of the new world. And what does the world not owe to individual scientists, philosophers, philanthropists, inventors, writers, and laborers. It is impossible to over-estimate the importance attaching to the unflinching tenacity with which the early abolitionists clung to their principles and which, through persistence and determination, resulted in the liberation of four millions of slaves. Who shall adequately estimate the grand results already secured in every department

of human effort? Who, calculate the importance of the labors of Luther, of Calvin, of Newton, and the tens of thousands of others who have labored, and the myriads of those who still labor for the accomplishment of that which tends to elevate man to a higher and nobler life?

In considering the aggregate we lose sight of the individual. The grand progress of events which bears us steadily onward is urged forward by *individual* effort. Even organized effort depends on individual exertion.

If all this is true; if individual effort is the key not only to individual success, but to success generally, what shall we conclude with reference to success in our own profession. If in other departments of enterprise those only succeed eminently who devote much time, thought, and patience to their labor, not only with reference to the best means to be employed, but to the employment of those means, what shall we conclude with reference to the efforts which we as teachers should put forth? Is our department of labor so far removed from other departments that we have no common interest? By no means. While all around us is life and energy and progress, shall we be satisfied with what has already been accomplished? Such a course would not be tenable in any other department. If, through persistent effort, the world has been covered with railroads as with a net-work of iron, if through untiring energy and unhesitating perseverance, the world has been brought to our doors through print and telegraph, if, by unyielding determination, guided by intelligent effort, progress has been made in all that pertains to the best interests of society, ought we as teachers to be satisfied with maintaining even in its integrity that which we have professionally inherited? Remember the parable of the talents—"from him that hath not shall be taken even that which he hath." Shall we become discouraged because our task seems difficult or even insurmountable? "Cast thy bread upon the waters for thou shalt find it again after many days." Rather, shall we not consider our work in all its bearing, and with brave hearts dedicate ourselves to the best interests of children committed to our care. The importance of our work cannot lie chiefly in the amount of instruction we may impart, though this certainly has its place and its value and must not by any means be overlooked. It lies rather in arousing the intellect of the child;—in awakening in the pupil, that which shall never

cease to act;—in seeking to develop that from which shall forever radiate influences of good rather than of evil;—in assisting the child to lay a foundation, upon which he may rear, as upon a rock, an edifice that shall *stand*. These are at once fearful and sublime responsibilities, calling for the most exalted and heroic efforts. Shall we shrink from such responsibility and seek to hide behind the plea of secular education? But all this *is* secular education. It seeks simply to guide the child until he shall be able to take charge of himself—to put into his hands a compass and chart with a familiar knowledge of their use, that he may neither founder nor become a castaway. Shall we then abandon the enterprise and leave the work to others? There are circumstances under which this would be the correct course to pursue. The work exacted of the teacher is great, but it is not beyond his ability. Did Luther accomplish all that *has been accomplished* in the way of religious reform? No more can we do for the child all that he needs. Did Calvin and Wesley and Knox and their compeers do *much* in urging on, strengthening, and further developing that glorious revolt of the saints which gave to man the written word of God?—so may we and our compeers, through the channels of affection and sympathy, judgment and experience, do *much* toward fitting the child to inherit himself and become among us an honest, enterprising, and law-abiding citizen.

A PLEA FOR THE SPELLING BOOK.

The tritism that "history repeats itself" is no more true than that certain educational methods, after having served their purpose long and well and having accomplished, in the main, the results that were desired, have been cast aside, more *because* they were old than for anything else; and then, after many days, like the proverbial bread upon the waters, they have returned or rather been returned to, as an absolute necessity. The old methods were often defective in part; and, therefore, the conclusion was reached that the results were vicious as a whole.

As an illustration of the idea I have in mind, it is not necessary to speak of certain wide departures that were made a few years ago in the teaching of reading, arithmetic, and geography, or to call attention to the well-known fact that in every instance the best teachers have discarded these depart-

ures as false in theory and vicious in practice, except, perhaps, in some minor particulars. There was a cry for a time which said that mental arithmetic was useless; but the people complained that the mental grip of the pupils taught in the new way was becoming exceedingly weak and there was a failure to comprehend the more difficult problems of written arithmetic which come farther along in the course.

It has been argued by many that the simple acquisition of the knowledge that Paris is the capital of France and that the Tagus River is in Spain, are of no value in and of themselves, and an attempt was made to impart a hybrid sort of knowledge which combined a great many useless and highly-ornamental things with a very little local geography. But the great discovery was soon made that local geography was about all that was of value to learn while studying that particular subject.

All these great reformers and propounders of new methods are not yet dead. They believe in the exploded doctrine that there is some royal road to learning, some fountain of eternal youth the quaffing of whose crystal waters shall bring knowledge without effort and mental acuteness without the fatiguing process of gymnastics. Such advocates as these are the men who are responsible, more than any others, for the high pressure side-wheel seminaries which give, according to their grand announcements, all that is worth knowing in a few months. But some how or other the old, staid, slow-going universities and colleges still find a *few* fogy-minded people who patronize them, and really the most successful professional men in the world have always been those who have in some way or other acquired a classical education. Were we to listen to the great nineteenth-century educational reformers of the class I have mentioned we would conclude that there never was any real culture until after the secession war was fought and some of the great new methods of the past decade were instituted.

The object of the present article is to say a word or two on the all-important and much-neglected subject of English orthography. Perhaps there is no more apparent outcome of the high-pressure style of education than this same lack. The old spelling-books and oral spelling and the spelling school accomplished much, but there was one evident lack in it all. Many a hero of the spelling school was immediately floored on a monosyllable when he came to put his knowledge into the only possible practice, viz.: that of writing a simple business

or friendly letter. From this the conclusion was immediately drawn that the spelling-book was at fault, and it was cast aside in many instances and the subject pursued in a haphazard fashion from the Readers or from the general work of the school-room.

Now it is evident to the thoughtful mind that the golden mean between these two extremes should be sought. There is, perhaps, no one subject that is attracting so much worthy attention at the present time as this. The speller undoubtedly should be used. Spelling should undoubtedly be taught as a primary duty, and not as a secondary exercise as it must necessarily become when it is taken as an adjunct and afterclap of the reading lesson. In reading the primary attention is given *to* reading and the mind is occupied *with* the reading, and spelling must of necessity become a secondary and neglected matter. One great mistake of the old spelling-book oral spelling was that special attention was paid to catch words and those of infrequent use, while the common, necessary words of the language were only given a secondary attention. The demands of the time are for practicability, and the argument is decidedly against the person who would hold that a real achievement had been attained by the pupil who could glibly spell "belles letters" or "abracadabra," so long as such words as "judgment" and "separate" and "recommend" are chronically missed. The only *use* that can by any possible means be made of spelling is in writing; therefore words should be learned as they are to be used. Short sentences should be constructed in which these common words occur, concise rules should be constructed which cover the general principles of the subject; pupils should be taught to understand that they may be adepts in penmanship, may be fine Latin and Greek students and great mathematicians and still have it all go for nought if they are not good in English orthography. In other words the fact should be impressed that it is an absolute educational crime in a cultured person to be a poor speller of his mother-tongue.

I believe that much of the neglect in the matter of spelling has come about through the incessant talk about reformed orthography. We may pray and work with religious fervor for a reform but until that reform comes we have nothing left but to teach according to the present standard; and in so teaching I believe a good book is absolutely essential to the achievement of satisfactory results.

CAUSES OF DISORDER.

I can find no more appropriate introduction to my subject than the opening sentence of an elaborate essay which recently came into my hands. "The manifestations of disorder are effects of existing causes or motives." The former are visible, the latter are not. When a learned and skillful physician proposes to heal the impared health of his patient, the visible alone will not move him to the remedy; his diagnosis must be based upon the *invisible* as well. He must discuss and lay aside one hypothesis after another until he gets at the truth; and in this he finds ample scope for the exercise of skill and experience. Thus, when the wise teacher would discern the causes of disorder, he will not be guided by visible manifestations only, but will endeavor first to discover the *invisible* which is the cause. This he will do before he selects his remedy for the removal of the disorder. The cause may be real, often fancied; it may be great, often very small, yet however small or fancied, has an effect. It is as utterly impossible to have a rigidly-orderly school, as to have a rigidly-orderly government. If a perfectly-harmonious school were possible, then every child must necessarily be perfect in health, perfect in mind, perfect in moral nature, impervious to every outside influence, governed by a righteous will, and swayed by no pernicious inclination. "A child is a little mortal whom nature made restless because she wanted him to keep moving." God created him for a purpose; he may not have been created for a *grand* purpose, yet for a purpose. He did not create Morse, Newton, Edison—*men*. They were first boys, as restless, as disorderly, as prone to disobedience as other boys, and probably to a much greater extent. A teacher should be careful not to absorb the individuality of his pupil in his striving for order. We do not want Miss Duzenberry who destroyes all individuality by nervous influence, and in that way secures perfect silence. We prefer a Miss Lowe who wins order by love and gentleness. We must remember that by cruel exactions we suppress the individuality of the child and do it an irreparable injury. The causes of disorder vary naturally as to the characteristics of the individual. In one child the cause may be natural hilarity, and in another gloom of spirits, physical decrepitude, buoyancy of youth, agreeable or disagreeable surroundings, obstinate temper, precepts, examples and impulses given him by others.

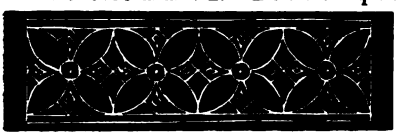
EDA A. E. WILHELMI.

DICTATION DRAWING.

BY PROF. W. S. GOODNOUGH, COLUMBUS, OHIO.

No. IX.

Exercise XXVI. Draw a square, its sides an inch and a half



long. Continue its horizontal sides, making three more squares. A unit will be dictated for the first square. Draw its diameters. Each side of the square is to be the base of a semi-circle passing through the centre of the square. Draw a circle at the centre about a quarter of an inch in diameter. Erase all lines within the circle and place a dot at the centre. Connect the ends of diameters by oblique lines, forming an inscribed square. Erase the middle third in each side. On the diameters there is a cross-like form composed of corners of the inscribed square and parts of the semi-circles. Within each arm a parallel form will be drawn. Erase the diameters. Repeat in the other three squares. Erase the vertical sides of squares. Finish with a horizontal line above and one below the border.

Exercise XXVII. Draw a horizontal line two inches long. At its centre erect a vertical about an inch and three quarters long. Measure to see if the distance from the ends of the

horizontal to the top of the vertical is the same as the length of the horizontal. If not, lengthen or shorten the vertical so this will be the case. Connect the points named and an equilateral triangle will be formed. Extend the horizontal two inches to the left, the same to the right, and construct two other equilateral triangles. Through the tops draw a horizontal line of the same length as the lower and connect the ends by vertical lines. There are now five complete and two half equilateral triangles. An eighth of an inch within each draw a smaller one, making only a half figure at the two ends. Notice the small middle triangle. Bisect its sides and draw from each point to the opposite vertex, giving the diameters and obtaining the centre of the triangle. Trisect the part of the vertical diameter below the centre or intersection. At the centre draw a circle, its radius equal to one of these thirds. Place a

dot at the centre. A heart-shaped leaf, similar to the lilac leaf, is to be drawn pointing to each vertex and tangent at the lower end to the circle in the centre and nearly or quite touching the diameters. Trisect the sides of the equilateral triangle. Fix a point on the vertical diameter a little more than an eighth of an inch above the circle. From this point draw two curves tangent to the circle, nearly or quite touching the oblique diameters, and running nicely into the sides of the triangle about at one of the points of trisection. Let the curves have no sudden bends and let them run nicely into the vertical diameter, which will form the mid-rib of the leaf. Erase a quarter of an inch of the diameter at the top and all below the leaf. Draw the two remaining leaves. Repeat in the other triangles, remembering to draw but half a form at each end. Add a horizontal line above and one below the border. Brighten.

Exercise XXVIII. Draw four squares an inch and a half in size, to form a border. Draw the diagonals of each square. Trisect the semi-diagonals. Connect the outer points in each square, forming a small square. Erase the vertical sides of the large squares. Notice the first small square. A unit will be dictated for it, to be repeated in the others. Draw its diameters. At its centre draw a quarter of an inch circle. Erase all lines within the circle. Place a dot at the centre. Notice that the circumference of the circle is divided into four equal parts by the diagonals. Draw two curves concave toward each other from the top of the vertical diameter to the two upper points on the circle. Repeat on the other semi-diameters. We have now a flower shape. Draw three lines on each petal radiating from the circumference of the circle and about a quarter of an inch long, the middle one being slightly longer. These lines may represent stamens of the flower. Erase the remainder of the diameters. Notice the parts of the semi-diagonals of small square, outside the circle. Divide each into four equal parts. Brighten the two middle and erase the two outer quarters of each. At the outer end of each draw a very small circle. Repeat this figure in each of the other small squares. Notice that there are three complete and two half hexagons standing vertically. Draw a parallel shape inside of each complete one,

and a half one inside each of the half hexagons. Trisect the vertical sides of the inner hexagons and erase the middle third. Connect the points of division on opposite sides by oblique lines. Add a horizontal line above and another below the border. Brighten.

Exercise XXIX. Draw an inch square and its vertical diameter. Draw a semi-circle curving outward, with the top side as a base. Imagining the upper side of the square erased, draw a parallel form within what would remain. Draw a half-inch circle, its centre at the top of the diameter. Prolong the diameter to the top of circle. Draw two other diameters of the circle dividing it into eight equal parts. At the centre draw a small circle and erase lines within. Construction lines are now drawn for a flower having four petals. Erase nearly a quarter of an inch of the circumference of large circle where the ends of oblique diameters meet it, half on each side. Erase nearly an eighth of an inch of each end of these diameters and draw two curves convex toward each other, connecting the straight lines nicely with the circumference. Erase a small piece of each end of the horizontal and vertical diameters, also the top side of the square that is outside the flower. Notice the second vertical line from the left. Draw another of the same length and an eighth of an inch to the right. Bisect it and trisect the lower half. Erase the lower third. Draw a curve from the lower end to the bottom of and convex to the flower stem. Draw a very small circle near the junction of these two lines. Half a heart-shaped leaf is to be drawn on the vertical line last drawn, which will form the mid-rib, the bottom being at the lower remaining point of division. Draw three veins of the leaf. Draw a similar arrangement on the right of the design. This a unit of a border. Repeat, making six. Add a horizontal line below the border and two above, one being tangent to the semi-circles. Brighten.

Pupils can decorate the school-room by drawing such borders at the top of the blackboard, making them about nine inches wide and the whole length of the board.

Either of the borders dictated in this article except the last, could have been repeated vertically instead of horizontally, making a vertical border.

STATE EXAMINATION QUESTIONS.

Prepared by W. W. Ross.

PHILOSOPHY.

1. If a clock keeps correct time on the surface of the earth at the equator, what changes should be made in the pendulum in taking it to the poles? In taking it to the top of a mountain? Why in each case? What would be the amount of change in the length of the pendulum in order that the clock should keep correct time 2,000 miles beneath the surface? 2,000 miles above the surface?

2. A ball discharged horizontally from a gun at a distant target, is two seconds in reaching the target; how far below the mark will it strike? What would be the answer if gun and target could be raised to an elevation of 4,000 miles above the surface?

3. Explain two ways of determining the velocity of a cannon ball. When the perpendicular height, the length of the plane, and the power are given, how find weight? When the diameter of the wheel and the axle and the power are given, how find the weight?

4. A piece of lead weighing 600 oz. in the air, weighs 545 oz. in water, and 557 oz. in alcohol. Find the specific gravity of the lead and the alcohol.

5. Whilst an orifice 9 feet below the surface is filling one pail, how many pails will be filled by a similar orifice 25 feet below the surface? How high will water and mercury respectively rise in a vacuum? What is the cause of the rise? Give two proofs.

6. Give the chief points of difference in the construction and operation of the air-pump and condenser.

7. Give the markings of the freezing- and boiling-points of water in the Fahrenheit and Centigrade thermometers. Would these markings be correct on the top of a mountain? Why not? What would 80 degrees in either thermometer be in the other?

8. Give the laws of reflection. Trace a ray of light through a prism and show its course in obedience to the laws of refraction. Locate the principal focus of a concave mirror, a plano-convex, and a double convex lens.

9. Explain the theory of the magnetic telegraph and lightning rods.

10. Which will fall the faster through the air, a pound of iron or a pound of cork? A cubic foot of iron or a cubic foot of cork? A cubic foot of iron or a cubic inch? Why in each case?

MENTAL ARITHMETIC.

1. A and B can mow a field in 10 days; A can mow only $\frac{2}{3}$ as much as B; how long will it take each to mow a field 4-5 as large?

2. A and B can do a piece of work in 12 days, B and C in 9 days, and A and C in 6 days; how long will it take each alone to do it?

WRITTEN ARITHMETIC.

3. How many gallons of water will fill a circular cistern 6 feet deep and 4 feet in diameter? How many bushels of wheat will it contain? What would it cost to plaster such a cistern at 75 cents per square yard?

4. What will it cost to cover with tin a cone-shaped dome, 80 feet in diameter and 30 feet high at 50 cents per square yard?

5. Multiply 71000 by $\frac{1}{8}$ of a millionth; to the product add 9-1600 reduced to a decimal; subtract the sum from the difference between $1\frac{1}{2}$ hundredths and $49\frac{3}{8}$ tenths; divide the remainder by 5 thousandths; divide the quotient thence arising by 5 ten-thousandths.

6. Subtract 275 days, 9 hours, 12 min., 59 sec. from 2.4816 yr., allowing $365\frac{1}{4}$ days to the year.

7. How must cloth, costing $3.50 a yard, be marked that a merchant may deduct 15 per cent from the marked price and still make 15 per cent profit?

8. For how much must a block of stores worth $20,000 be insured so that the insurance will cover $\frac{3}{4}$ of the value of the property and the amount of the premium?

9. A grain speculator bought 10,000 bushels of barley at 85 cents per bushel cash. He sold it the same day at an advance of 4 per cent, receiving in payment a note 30 days which he had discounted at a bank at 9 per cent. What was his gain in cash?

10. If I pay a debt of $4,725 1 year, 3 months, and 15 days before it is due, what discount should be made from the face of the debt, money being worth 8 per cent? What would be the bank discount on the amount for the same time?

CHEMISTRY.

1. Describe Acids, Bases, and Salts, and give examples.

2. Give the substances of which the following are symbols, and their molecular weights: H Cl., H Br., H I., H Cl O_3., H B R O_3., and H I O_3.

3. Explain the combustion of an ordinary match, and give the names and symbols of the four compounds formed by the combustion.

4. Give one method each for making Oxygen, Hydrogen, Chlorine, and Carbonic Anhydride.

5. Give the names, symbols, and atomic weights of the metals found in wood ashes, clay, limestone rocks, and common salt.

6. Give a test for arsenic and for iodine.

7. Explain the hardening of mortar, and the combustion from throwing potassium on water.

8. Give the symbol for nitric acid, ammonia, sulphuric acid, and tell how to make one of these compounds.

9. Give the names and symbols of two potassium compounds, two sodium and two calcium compounds.

10. State any five facts pertaining to Chemistry that you choose, not hitherto given in answer to this card.

OFFICIAL DEPATMENT.

Conducted by the Hon. D. F. De Wolf.

Question 1.—Can a man who is local director of a sub-district employ his son, a minor, to teach school in his own district?

Answer.—The school law intends to prohibit any member of the board of education from becoming pecuniarily interested in any contracts made by such board, and I think that any court will make its interpretations conform to this intent of the law. So long as the law gives the father power to exercise his right of collecting and using, or of using after it is collected, the wages of a minor son, I think the presumption of law will in all cases be that the father is interested in the contract made by his minor son. To make a contract entered into between a board of education and the minor child of one of the members legal then, would require very clear evidence that the child had been in the habit of acting for himself, and that the father had no shadow of interest in the contract. Any such contract would involve the right of legal inquiry on the part

of any taxpayer in the district. There is, it seems to me, only the bare possibility that in some clear cases such a contract might be sustained by a court. I think such contracts are all illegal.

Question 2.—Our school-house is situated near a pond which has no outlet, and which receives the drainage of stables, pig styes, alleys, etc. Every spring and fall our children are afflicted with malarious or infectious diseases. A new school-house is about to be built. Is the present site a proper one for a school-house? If not, have we any relief if the township board refuses to change the site?

Answer.—The statement given makes a very strong argument against the present site of the school-house. From the description of it, I should say it is not a proper site. I think at least you have the right to bring the matter to the attention of the county commissioners for their judgment and action. Sec. 3969 gives such right of appeal in cases where "the board of education of any district fails * * * * * to provide suitable houses for all the schools under its control." I think the words "suitable houses" may be taken to include the surroundings of such houses. At least this is sufficiently clear to make it proper to call the attention of the county commissioners to the case, if necessary.

Question 3.—Will you please give me your opinion, as commissioner of schools, on the legality of the following rule passed by a board of education:

"Any pupil who shall be absent from school more than three half days in any term, for any reason except sickness or death in the family, shall be suspended from school, and shall not be reinstated except by vote of the Board at a regular meeting?"

Answer.—It is evident the law contemplates provision for the attendance of every scholar, and desires to secure the attendance of every scholar. In doing this of course there must be penalties, and the law gives to boards of education full discretion to establish these penalties, but evidently within the purpose of the law which is, as we have said, to secure attendance and not throw obstacles in the way of it. It would of course be a question for a court to decide whether so stringent a rule is within the purpose of the law. I think any board with which I have ever acted, and in which there have always been several good lawyers, would refuse to sanction a rule so stringent.

Supposing, for instance, a washer woman should find it necessary to keep a daughter out two Mondays of a term. This rule would hold such pupil out of school until reinstated "at a regular meeting," which might not occur in two, or even four weeks. I think also the rule contravenes Sec. 4014, Revised code. A careful study of that Section will show that the board is expected to take up each case by itself, and give the parent or guardian the right to be heard. This seems to be the very purpose of this section.

EDITORIAL DEPARTMENT.

——The time of the subscriptions of many of our subscribers expires with this issue. A cross on the first page of the cover of the *Monthly* indicates this fact. We trust that those who do not wish the *Monthly* continued will inform us *immediately*, and not wait till one or more subsequent numbers of the *Monthly* shall be mailed to them, and then send notice. We hope, however, to retain all of our subscribers, and increase their numbers. It is not necessary to wait for the Institute to get club rates because any one who constituted one of the club last year will be so considered the next year, and may remit to us at club rate. If it be more convenient for any subscribers to wait until the County Institute before paying, we hope such will not fail to have their names recorded on the soliciting committee's list as old subscribers to prevent the entry of their names twice as is sometimes done. Don't depend on postmasters to do business for you. We here give some matter that may be of interest to those subscribers who so often neglect to do what they intend to do.

The Law of Periodicals.—The following have been frequently published as the decisions of courts as to periodicals:

1. If any person orders the discontinuance of a periodical he must pay all arrearages or the publisher may continue to send it until payment be made, and collect the whole amount, whether the periodical be taken out of the office or not.

2. Refusal to take periodicals from the post-office, or removing and leaving them uncalled for, is *prima facie* evidence of intentional fraud.

3. Any person who has taken a periodical regularly from the post-office, whether directed to his name or to another's, or whether he has subscribed or not—is responsible for payment.

——We want solicitors for the Monthly at Institutes and other times to remember that it is our custom to begin subscriptions with the calendar quarters January, April, July, or October. Subscriptions sent in before the close of a quarter are made to begin with the current quarter unless a request be made to begin with a subsequent or prior quarter.

——We trust that all Superintendents and High-School principals in the State will be prompt in sending to us accounts of their re-elections or elections to new places. Please give salaries, as these are often wanted for comparison. Our list of Superintendents show that the Superintendents at Oxford, Marysville, East Rockport, Springfield, Ansonia, Cleveland, London, Franklin, Ottawa, Crestline, Uhrichsville, Oberlin, Newcomerstown, Salem, and Xenia hold over. There are doubtless others who hold over that have failed to report. We trust our readers will not forget to

report the time, place, duration, and instructors of their next institutes. Send in for July issue the number of graduates of the High Schools, distinguishing boys and girls.

——The last Ohio School Report prepared by the Hon. J. J. Burns brings up the Statistics to Aug. 31, 1880. We have already made a selection from the text of the Report, which was published in our April issue. We select the following items from Mr. Burns's summary of the Statistics:

Number of school youth in the State (i. e. unmarried youth between 5 and 21) in September, 1879,	1,043,320
Number of school youth in the State (i. e. unmarried youth between 5 and 21) in September, 1880,	1,046,225
Number of school districts in the State,	2,030
" " sub-districts in township districts,	10,872
" " school-houses in township districts,	10,888
" " " " other districts,	1,255
" " " erected within the year,	442
Cost of these school-houses,	$711,835
Estimated value of all school-houses including grounds,	$21,851,718
Number of teachers necessary to supply the schools,	16,627
Number of different teachers actually employed,	23,684
Average number of weeks the schools were in session,	30
Number of pupils enrolled in the schools,	747,138
Average number of pupils in daily attendance,	476,279
Number of school officers,	51,711
Total receipts, including balance on hand Sept. 1, 1879,	$11,075,646.97
Total expenditures,	$7,704,448.85

It will be noticed that the number of school officers is more than three times as many as the number of teachers necessary to supply the school. If the township system and county superintendency were adopted the number of school officers would probably not exceed 10,000. There has been a decrease of the colored youth, both boys and girls, and of white boys, while of white girls there has been within a year an increase of 3,147, making a net increase of all youth of 2,905. There has been a decrease in the number of those studying the alphabet, vocal music, United-States History, German, chemistry, geology, and moral philosophy, and an increase of those studying reading, spelling, penmanship, arithmetic, geography, English grammar, composition, drawing, map drawing, oral lessons, physiology, physical geography (from 6,285 to 20,338), natural philosophy, algebra, geometry, trigonometry, surveying, botany, astronomy, book-keeping, natural history, mental philosophy, rhetoric, logic, Latin (6,117 to 7,140), Greek (353 to 448), French (345 to 418), and general history (1,059 to 2,054). There were two counties in which no institutes were held, and in one county two were held. For these institutes there were expended $19,356.86, and the attendants numbered 10,972, or less by 633 than in 1878-9. The reported attendance is generally greater than the number of teachers because in some counties everybody attending

even for a half day is reported. Mr. Burns very justly objects to the display of gorgeous dressing seen at some High-School Commencements, alluding to the tax it must be on the parents of some of the graduates.

——The following letter will explain itself. Our criticism last month does not apply to the law as finally passed. We are glad the objectionable feature was removed:—

COLUMBUS, OHIO, May 9, 1881.

Hon. W: D. Henkle:

Inquiries come to this office daily regarding the Richards Bill, No. 270, now a law, and its meaning.

Permit me to answer through the Monthly.

The law, as published in several papers is not the law as it appears in the advance sheets of the Laws of 1881. That published in the papers is the bill as it first passed the Senate.

The law amends section 4081 of the Revised Statutes, the amended portion to which now runs thus:—"The board may grant certificates for one, two, three, five, and ten years, which shall be signed by the president and attested by the clerk, and shall be valid within the district wherein they were issued, and such certificates, issued for five and ten years, if in part on account of consecutive years of teaching and experience, which shall be so stated in the certificate, shall be renewable without re-examination at the discretion of the board."

1. It will be seen that no authority is given to grant certificates for five or ten years without examination, but *such* certificates, issued for five and ten years, if in *part* on account of consecutive years of teaching and experience, which shall be so stated in the certificate, shall be renewable without re-examination, at the discretion of the examining board.

2. The law does not apply to the work of county examiners. We are informed at the office of the Secretary of State, that House Bill No. 845, applying these provisions to the county boards, did not pass. Reports have been different from this.

D. F. DE WOLF,
State Commissioner of Com. Schools.

——It has become quite "fashionable" to deliver raking fires at the present method of "examining and certificating Teachers." No man in his senses will deny that the system may be improved, but it is quite possible to carry this criticism to an unjust extreme. So long as the ability to answer questions and solve problems is a necessary qualification of the teacher, there can be no valid objection to the examiners' asking questions and requiring the solution of problems. Neither can there be valid objection to the teachers' learning the answers to questions and acquiring the ability to solve problems. We have reason to complain, not of what we have in county examinations, but of what we have not. Add to what we have, some means of determining the "teaching ability" of candidates, and we shall have little cause for fault-finding. An examination should afford some test of scholarship. The method employed by county examiners is essentially the same as that employed by teachers and superintendents in testing the scholarship of their pupils, and is no more objectionable in one case than in the other. I have heard it intimated that "the devil is not so black as he is painted." Perhaps our county examinations are not really so bad after all. L.

——The Hon. D. F. De Wolf has appointed a new State Board of Examiners for teachers. The gentlemen constituting it are A. B. Johnson, A. M., Henry M. Parker, A. M., and Prof. W. G. Williams, LL. D. Mr. Johnson has for twenty years or more acted as Superintendent of the Public Schools of Avondale, a beautiful and wealthy suburb of Cincinnati. His address is (Avondale) Cincinnati, and not Avondale, as the only post-office with the name of Avondale is in Guernsey County, in the eastern part of the State. Mr. Parker is Superintendent of the Public Schools of Elyria, where he has just been re-elected for two years (see personals). He has had two periods of service in Elyria, the last extending, we believe, over five or six years. Between the two he acted for quite a number of years as Superintendent of the Public Schools of Mansfield. Dr. Williams has for more than thirty years been a professor in the Ohio Wesleyan University at Delaware. We learn that the Commissioner was guided in his selection "by the fact of his long and intimate acquaintance with, and knowledge of these gentlemen; by the fact that the Superintendents on the board have been more or less identified with the out-of-door interests of their respective communities, have had opinions and expressed them, and yet have done it with such good sense and propriety that they have enjoyed the confidence and respect of the same communities for twenty-five years or more. They have, meanwhile, always taught in their school-rooms from one to three hours each day, besides superintending, and thus they may be supposed to have kept abreast with the constant advance of the sciences. With the additional work which the recent modification and enlargement of the duties of the State Board of Examiners have imposed, he hoped to be able (on a larger Board) to represent the higher scholarship of some of our best colleges in the State without giving them so large a proportion as one-third. But the Legislature saw fit to multiply the duties of the State Board almost indefinitely, and yet found no time to increase the Board, so that the increased work could be done, or so that the applicants could reach the meetings of the Board from other than the central parts of the State. To meet the full requirements of the cases constantly arising among applicants of a high order of scholarship would require such a range of acquirements as can only be secured by having on the board two or more persons whose whole life has been devoted rather exclusively to scholastic pursuits. Yet even one college man out of three [he thinks] will perhaps be thought to be a large proportion." We approve decidedly of having one college man on the Board. The practice of preceding commissioners has with but one exception, we believe, been to have one college man in the Board. At one time there were two college men on the Board, growing out of the fact that Dr. Theo. Sterling was Principal of the Cleveland High School when appointed and soon after was elected to a professorship in Kenyon College.

——The following is from "The Southern Teacher" of April 24, 1881:

"The Spelling Reform as it is proposed to be carried out, is one of the humbugs of the age. We see no sense in spelling 'Philosophy' with

an 'f.' 'Filosofy' neither looks right, nor is it right. The latter orthography will destroy the beauty of the derivation of the word."

What is meant by "the *beauty* of the derivation of the word" we don't know. If the *Teacher* thinks the spelling "*filosfy*" makes the derivation of the word more difficult he ought to sympathize with the Spaniards who spell the word "filosofia," and also with the Italians who spell the word in the same way. Moreover their languages are more nearly allied to the Latin than the English is. The Romans borrowed the word from the Greek language in which the word was spelled with the Greek *f*, a single letter, and not with the digraph *ph* introduced by the Romans. Nearly, if not all, the great etymologists of the world regard our present barbarous orthography rather as a hindrance than an aid to etymology. Will the *Teacher* tell us the etymological force of the *s* in *island*, the *l* in *could*, and the *h* in *rhyme*?

——The Dayton School Report is a volume of 302 pages. We have not space this month to quote from it, but we shall next month extract from it seven pages of what Dr. John Hancock has to say on the classification of pupils. What he says is very suggestive and cannot fail to interest our readers.

——Now is the time of year that Boards of Education can show of what stuff they are made. They should decide whether the schools are for the education of the children or for the pecuniary benefit of teachers; whether they are to be treated as County Infirmaries set up for the reception of needy teachers; whether they are to vote for teachers on the ground of sympathy or because of the clamor or secret influence of a lobby of relatives, or of members of any society, ecclesiastical or secular; whether they will reject *in toto* all home-bred teachers, or whether they shall elect so many of them as to lose the good influence of foreign educational blood. Teachers who are absolute failures or half successes should not be tolerated in schools, but decisions as to who are failures or successes should be made with great care. If any persons need educational good sense and backbone they are members of Boards of Education.

——We hope the attendance at Put-in-Bay at the Ohio Teachers' Association, the last three days of June will be good. The place is associated with many pleasant reminiscences; although the ruins of the Put-in-Bay House may call forth feelings of sadness, yet the meeting of the Association on the Island may have an influence on the future resurrection of the building. For the excellent program of exercises see our last number. Geo. W. Walker, Chairman of the Executive Committee on a card dated May 2, writes "We have visited the Bay and have concluded to hold the Association there. We expect to combine the R. R. rates with the Lakeside Association. We hope to get rates at about one cent per mile each way. But are not authorized to announce rates yet. Hotel rates will be from one dollar and a half to two dollars per day."

——THE attendance at the National Educational Association at Atlanta, July 19, 20, 21, 22, we expect will be unusually large, especially if Vennor's predictions shall prove true that we shall have a hot spring and a cool summer. The hot spring is here at this writing May 12,—90° in the shade. The teachers of the South will doubtless be well represented. As yet the President, the Hon. Jas. H. Smart, has not sent us the full program.

——THE newspapers have been amusing their readers at the decision of the Arkansas Legislature as to the proper pronunciation of the name of the State. The truth is that the decision reached has been the result of careful investigation. A discussion as to the proper pronunciation of the word *Arkansas* arose in the Eclectic Society of Little Rock a year ago. The result was the appointment of a joint committee of that Society, and of the State Historical Society, to report upon the subject. It is said that valuable and interesting papers were prepared by Judges U. M. Rose, John R. Eakin, Col. S. W. Williams, Dr. G: C. Hartt, and President Leo Baier, and that the committee presented these papers with a memorial to the legislature asking that body to declare the true and proper pronunciation of the State. The joint committee alluded to above consisted of J. R. Sakin, H: C. Caldwell, Leo Baier, N. Johnson, U. M. Rose, T. R. Welsh, C. B. Moore, S. W. Williams, E. H. English, and M. W. Benjamin, who are said to be men of neither finical nor antiquated notions. It is declared that a majority of the citizens of the State pronounce *Arkansas* with the accent on the first syllable, not sounding the final *s* of the last syllable, that this is the universal pronunciation of native-born citizens, who received it from their fathers, and that it is nearly the same as the pronunciation heard from the Indians. The Arkansas School Journal says that *sas* is to be pronounced sä (a as in *car*) (not *saw*). It is asserted that the derivation of the word from the French *arc*, a bow and *Kansas*, as given in Webster's Dictionary is wrong. The Kansas Indians met with by Marquette, and placed on his map on the Missouri River, did not, it is thought, ever locate in Arkansas, and hence it is not probable that the *kansas* in *Arkansas* has any reference to them. Marquette found at what is now Helena a tribe of Indians whose chief town was *Akansea*, or Dakansea, he giving one name in his text, and the other on his map. It is declared that the letter *r* is one that not many Indians tribes sound with ease, that it is wanting in both Creek and Choctaw. In Choctaw *Arkansas* is *Akinsa*. The Algonquin names for the tribe of Indians alluded to above were *Akansea*, *Dakansea*, *Akamsea*, or *Akamsea*. The tribe's name in its own language was *Oquapa*, now spelled Quapaw, which Gallatin thinks is the same as the Pacacha of De Soto. For a long time the Algonquin name *Akansea* or *Akansa*, the name of the town was applied to the tribe instead of its own gentile name. Since it seems certain that the Kansas Indians have not since the days of Marquette, if ever, inhabited the present State of Arkansas it is inferred that they could not have given the name to the State. It seems too that the *r* is a corruption, but if retained, that the proper way to pronounce

the word *Arkansas* is Ark'ạn-sä'. It is, however, true that the Parisian *a* has in this country been broadened into ạ (*aw*) as in *Machinaw*, etc. We have never believed the word *Arkansas* was a hybrid composed of the French *arc* and the Indian *Kansas*.

EDUCATIONAL INTELLIGENCE.

——Six pupils will graduate this year from the Greenfield High School.

——The Kansas State Teachers' Association will meet at Manhattan, June 21st.

——The enrolment in the Public Schools of Los Angeles, Cal., is about 1700.

——Four boys and three girls will graduate from the Leetonia High School, June 16th.

——Circleville boasts of a new 20-room three-story school building. The plan of it is unique.

——Three girls will graduate on the evening of June 11, from the Jamestown High School.

——Nine pupils, 4 boys and 5 girls, will graduate from the Warren High School on the evening of June 9.

——A four-week's Summer Select School will be conducted in London by F. B. Pearson and J. W. Mackinnon, beginning July 11th.

——Dont fail to read the advertisement of the Union Teachers' Agency conducted by A. Lovell & Co., 42 Bond Street, New York, N. Y.

——At a meeting held April 19, the Millersburgh Board of Education decided to retain the present corps of teachers for the coming year.

——Women over twenty-one years of age are now "eligible to any office under the general or special school laws" of the State of Indiana.

——We learn that the monthly meetings of the Knox-County Teachers' Association have been well attended; but nobody sends us any reports of what is done.

——Four pupils, 1 boy and 3 girls, graduated from the Public High School of Mineral Ridge, on the evening of May 6. This is the first graduating class.

——The Canal-Dover Board of Education a short time ago advertised for ten teachers to fill ten vacant positions. An examination was announced to be held May 28.

——They have raised in Garrettsville by school entertainments, $225 for the purchase of a school library. The new 2-room brick building for the primary school cost about $6000.

——The first article in this number was read at the last meeting of the Northeastern-Ohio Teachers' Association by L. W. Day, one of the Supervising Principals of the Cleveland Public Schools.

——We hope that teachers interested in a summer excursion have not

failed to read in our May number the advertisement of P. W. Search, of West Liberty, Ohio. The advertisement is continued this month.

——The Southern Educational Association will hold its meeting, a convention for purely business purposes, at Atlanta, Ga., Wednesday evening, July 20. Dr. Geo. A. Chase is President, and T. C. H. Vance, Secretary.

——A new Mutual Provident Association for the benefit of teachers, clergymen, their wives and friends has been started in New England. The Hon. T. W. Bicknell is President. The Home-Office is at 16, Hawley St., Boston.

——We have received a catalogue of the Columbus Art School, and also of the Summer Art School. These Schools are under the control of Prof. W. S. Goodnough, of Columbus. The latter will open in Columbus July 5, and continue four weeks.

——The Ninth Annual Commencement Exercises of the Germantown High School was announced for the evening of May 19. The program provided for essays from the three girl graduates, and an annual address from John B. Peaslee, of Cincinnati.

——"The Sanitary News. The Health Journal of the Mississippi Valley" is the title of a new covered octavo monthly published in Cincinnati. The editors and publishers are R. C. S. Reed and C. A. L. Reed. The first number is dated April, 1881.

——The North-American Review is filled every month with noticeable articles. The writers of the May number were the Hon. D: Dudley Field, Dr. Schaff, Justice Strong, the Hon. Geo. Q. Cannon (a Mormon), John Roach, the shipbuilder, the Hon. S. S. Cox, and M. Charnay.

——At an election, at Millersburg, held April 16, on the question of purchasing a site for a new school building, it was decided by a large majority to make such purchase. The Board will probably buy Mr. Hoyer's Normal School Building, as it is now offered for sale.

——We have received from W: Reece, who has for a number of years been Superintendent of the Public Schools of Jamestown, eight different specimens of printed blanks, programs, promotion cards, etc., used in the conduct of the Jamestown Schools, which seem to indicate great educational activity.

——Three young ladies will graduate on the evening of June 14, from the Rose-Hill Seminary at Bellaire, Ohio, of which Mrs. Sadie J. Cannon is Principal. The Rev. A. R. Chapman will deliver the Baccalaureate Address, and the Annual Sermon will be preached Sunday evening, June 12, in the U. P. Church by the Rev. R. G. Wallace.

——We are informed that at a meeting of the citizens of Worthington, addressed by the Hon. J. J. Burns and H. S. Lehr, of Ada, a "volunteer proposition was made on the part of some of the leading citizens to raise $35,000 or $40,000" for the purpose of increasing the boarding facilities of the Ohio Central Normal School. See advertisement of summer session.

——The program for the union meeting at Niles, April 30, of the Teachers' Associations of the Counties of Trumbull and Mahoning pro-

vided for the following papers:—"Physical Geography," by M. S. Campbell, "Profit and Pleasure in Culture," by Sarah Schaffer, "The Power of Words," by Miss E. B. Scobie, and "The New System of Mathematics," by Eli Baldwin.

——THE program of the meeting of the Warren-County Teachers' Association for April 9, as given last month, was followed out with the exception of the exercise of Mrs. J. Defendahl. Instead of this Mr. Kelly spoke on "The Remedy for Bosh in Teaching." Adjourned to meet May 14th. The program announced for this meeting were essays by Lucetta Schenck, J. M. Mulford, W. H. Shertzer, and select readings by C. M. Williams.

——THE program for the Lake-County Teachers' Association, Bi-Monthly Meeting, at Wickliffe, Saturday, May 14th, was as follows:—"Primary Grammar," S. P. Merrill; Discussion, W. W. Gist; "Methods of Teaching Arithmetic," Julia Smith; Discussion, Benj. B. Wirt. What can be done to increase the sympathy and co-operation of patrons with teachers in their school work? Conversational discussion conducted by C. R. Waters.

——WE have received no statistical report of the Sandusky-County Institute, but from a newspaper report signed by J. B. Loveland we learn that the work of the Hon. J. J. Burns, Doctors Findley and Ellis, and W. W. Ross were highly appreciated. Evening lectures were delivered by the Hon. D. F. DeWolf, the Hon. J. J. Burns, Dr. S. Findley and W. W. Ross. Dr. Alston Ellis spoke on Monday evening after Commissioner DeWolf, on the school-book question.

——THE girls of the Senior Class in the High School of Newark, Ohio, have all been practicing bread-making. On the afternoon of May 6, samples of their bread were placed on exhibition in the High-School Assembly Room to be tasted and tested by a committee. Music and essay reading also formed part of the program. The subjects of the essays were "History of Bread-Baking," "Relations of Bread-Baking to Science," and "Associations and Influence of the Household."

——THERE were in Mississippi in 1880, 175,251 white, and 251,438 colored "educable children," of whom 112,994 white, and 123,710 colored were enrolled in the schools. There were in average daily attendance 72,881 white children, and 83,880 colored. There were employed 3,255 white teachers, and 2,314 colored teachers. In the country the schools were taught 74½ days, and in the cities 177 days. For these facts we are indebted to the Hon. G. A. Smith, State Sup't. The whole expenditure for the year was $830,704.79.

——FIVE pupils, 2 boys and 3 girls, graduated from the Batavia High School May 5. One of the pupils was a Frank whom we have classed as a boy from the circumstance that this pupil's graduating exercise was called on the program an "Oration." This is not positively conclusive evidence, as in some schools girls' exercises are sometimes called *orations* too. This is the first graduating class the Batavia High School has had. The new departure has doubtless been owing to the zeal of the comparatively new Superintendent F. M. Allen.

——At the meeting of the Tri-State Teachers' Association held in Toledo, April 6, E. P. Glenn, of Kendallville, Ind., read a paper on "Educational Theorists;" J: W. Dowd, one entitled "About some Quincy Utterances," and I. N. Demmon, one on "The Place of Technical Grammar in the Schools of To-day." We wish Mr. Dowd would send to us for publication his sprightly paper, which was endorsed by Commissioner De Wolf. Among those present not named above were J. R. Thomas, Principal of the Kendallville High School, W. W. Ross, J. C. Ridge, Cyrus Smith, and Prof. W: H. Payne.

——We have received from L. H. Rogers, of New-York City, (P. O. Box 4360), Bird's-Eye Views of the English Language for use in editorial, composing, or counting rooms. The plan is ingenious. These views are printed with small type on a yellow sheet which, when folded in two leaves, gives a page about 24 by 15 inches. We consider the whole thing as too awkward for convenient use. The sheet contains rules for spelling, punctuating, Capital letters, and letter writing, 2000 words of similar pronunciation, the spelling of 25,000 words, and 20,000 synonymous words. Sent by the publisher for 25cts.

——The schools of the township in which New London is situated are organized, we believe, on the township plan. Sup't S. E. Shutt, in sending us a copy of the new Manual and Course of Study just issued by the Board says, "In it you will find the Course of Study in use here. The success of the schools here, it seems to me, point to the fact that the *Township System*, and *local* supervision, instead of County Superintendency is the great need of our schools. If all of the schools in the State were organized on the plan of this system, I think it can be demonstrated that, in every township in the State, schools could be kept in session nine months a year, and could have the benefit of the best of supervision, and with *less* expense than they are costing now to run them as they are. We would be glad to have you visit us, and show you the workings of our schools."

——"The Stark-County Teachers' Association held another series of monthly institutes this year, during the months of November, December, January, February, and March at the following places:—Minerva, Canal Fulton, Limaville, Navarre, and Louisville. Each began on the Friday evening preceding, (except the last) and continue during the last Saturday (except the second) of each month. Among the instructors at the different places were the following earnest, progressive teachers:—Prof. I. P. Hole, of Damascus, O., S. Don. Cameron, of Minerva, Miss Bates, of Canton, Prof. Eberly, of Smithville, O., I. M. Taggart, of Canal Fulton, S. Weimer, of Navarre, J. H. Beltz, of Limaville, (now of Canton), Mrs. Baldwin, of Atwater, A. F. Coup, of Baltimore, Prof. E. A. Jones, of Massillon, P. C. Palmer, of Wilmot, S. P. Shisler, P. Wilhelm, of Massillon, F. L. Balmat and Wm. M. Sluss, of Louisville, Miss Clemence Meyer and J. H. Lehman, of Canton. Mr. Lehman has been elected apparently for life as president of the association, and under his energetic management the meetings have greatly increased in interest and

enthusiasm. Some of the leading topics discussed were:—Patrons' Rights; Primary Methods; Class Work; The Teacher's Requisites; School Government; Radicalism and Conservatism in Education; The Work of the Teacher; America before its discovery by Columbus; Study; Reform in the Common Schools; Patience in the School-room; Composing in our Common Schools; The True Teacher; Should Music (vocal) be taught in our Common Schools? The Best Education, &c., &c. The anticipations of the friends of these special meetings have more than been realized. Much good has been done in many ways; chiefly that of awakening a greater degree of interest in schools in general among those who are not teachers, but upon whom rests a great responsibility as to the success of our schools. By this gratuitous method of educating, many have been reached, that would not otherwise have been, and thus preparing the way for many needed improvements in the full development of our noble system of free schools; the pride of our nation, and the bulwark of liberty. One of the best annual institutes ever held in our County was at Canton last October. It was particularly noted for the enthusiasm of instructors and teachers, and from the indications of our monthly meetings the coming institute, (to begin October 17) will eclipse its predecessor. Let *us* keep wide awake, and legislation will come to our rescue for necessary reforms." M. DISLER, *Secretary.*

PERSONAL.

——V. W. LEAVITT is Principal of a Normal School at New England, W. Va.

——GEO. S. ORMSBY of Xenia, has gone to Europe. We wish him a successful trip.

——O. P. KINSEY and wife are now teaching in the Normal School at Valparaiso, Ind.

——R. M. MITCHELL has been re-elected Superintendent of the Public Schools of Mainville.

——LOUIS LANE has been re-elected Principal of the Millersburg High School at former salary.

——F. H. UMHOLTZ has resigned his position as Superintendent of the Public Schools of Leetonia.

——E. F. MOULTON has been re-elected Superintendent of the Public Schools of Warren for two years.

——J. A. MCDOWELL has been re-elected Superintendent of the Millersburg Public Schools at former salary.

——E. P. WEST of Martinsville, has succeeded W. D. Moore on the Examining Board of Clinton County.

——H: N. MERTZ has been re-elected Superintendent of the Public Schools of Steubenville. Salary $1600.

——R. V. COCHRANE has succeeded the Hon. Cornelius A. Gower as Superintendent of Public Instruction in Michigan.

——H. Bennett of Franklin, intends to visit the west after the close of this school year. He will go as far west as Omaha.

——Henry Hitchings has been selected successor of Walter Smith as Director of Drawing in the Public Schools of Boston.

——H. G. Welty has resigned the Superintendency of the Public Schools of Marion, Ohio, to engage in other business.

——C. F. Carroll, a graduate of Yale College, was elected May 3, Superintendent of the Public Schools of Oil City, Pa.

——John Cooper, Superintendent of the Public Schools of Richmond, Ind., has been elected to a like position at Evansville, Ind.

——H: M. Parker was on April 18, re-elected for two years Superintendent of the Public Schools of Elyria, at former salary, $2000.

——Frank Cunningham has been re-elected Superintendent of the Public Schools of Harveysburgh. He has already served two years.

——W. H. Brearley of Detroit, has arranged for his usual summer excursions of tourists from Detroit. The starting times are July 1, 14, 21.

——John Buntin, a teacher in Clermont Co., has been fined $50 and costs by the United States Court for refusing to allow a colored child to attend school.

——J. A. Sutton, of Green Camp, makes a strong appeal in the *Marion Independent* to the teachers of Marion County, in relation to preparation for the next Institute.

——J. H. Marshall, an elocutionist well known in Southeastern Ohio, died suddenly at Edwardsville, Ill., April 11. His remains were interred at his home in Monroe County, Ohio.

—— B. L. Butcher is the new State Superintendent of Public Instruction in West Virginia. We have received his program of exercises for the County Institutes in West Virginia for 1881.

——Prof. A. G. Wetherby intends to conduct a five-weeks' Summer School of Stratigraphical Geology, Palæontology, Botany, and Zoölogy, along the line of the Cincinnati Southern Railway.

——Prof. S. Z. Sharp, formerly President of the new college at Ashland, Ohio, is now connected with the Normal School at Mansfield, Ohio, as instructor in German, Latin, and Natural Science.

——Ginn & Heath have taken into their partnership G: A. Plimpton of New York, and now the firm name is Ginn, Heath & Co. See the advertisement of their Ohio Agent, Thos. P. Ballard.

——J. H. Lehman has been unanimously re-elected Superintendent of the Public Schools of Canton, and his salary increased $500, making it $2000. This is a fitting recognition of Mr. Lehman's professional spirit.

——Alex. Forbes has succeeded S. S. Ventres at Chicago as agent for Sheldon & Co. Geo. A. Robertson has succeeded Mr. Forbes in the agency at Cleveland. See his new advertisement on the second page of cover.

——E. O. VAILE, Editor of "The Schoolmaster" has been republishing in his periodical parts of noted papers written by Sir William Hamilton and Herbert Spencer. He ought to publish John Stuart Mill's answer to Hamilton.

——JULIA WHEATLEY, of Danville, Va., a former contributor to this periodical, and subsequently a teacher at Marion, Ohio, we presume is now a married woman, for she makes a remittance and signs her name "Julia Wheatley Emmerson."

——W. H. BELTZ, who has taught the public school of Limaville for the last ten years, has resigned his position, though an offer was made to increase his salary, and has moved to Canton where he was to open a School of Elocution about the 1st of May.

——DR. DAVID A. WALLACE, formerly President of Monmouth College, Ill., and since a pastor in Wooster, has been elected Professor of Logic in Wooster University. Dr. Wallace is said to be an uncle of S: Findley, Superintendent of the Public Schools of Akron.

——T: A. POLLOK was re-elected, May 5, Superintendent of the Public Schools of Miamisburgh. Salary $1200 a year, an increase of $50. His election was for three years. We rejoice in Mr. Pollok's success, especially as twenty years ago he was one of our pupils.

——MRS. CHLOE B. JONES is Superintendent of the Public Schools of Los Angeles, Cal. Mrs. Jones graduated at the Normal School at Ada. She went to Los Angeles in 1872. She will soon complete her first year as Superintendent. She taught seven years in the High School.

——L. L. CAMPBELL has resigned his position as Superintendent of the Public Schools of Mineral Ridge after five years' service. He was presented on May 6, by the citizens, with an 80-dollar gold watch. He has gone to "Ottawa, D. C. [?], to fill the office of Superintendent of the Forcythe Mines."

——ALSTON ELLIS, Superintendent of the Public Schools of Sandusky, has written a letter to T. A. Wiles, Superintendent of the Public Schools of Newport, Ky., giving in answer to a request made by Mr. Wiles, his views as to the proper way of examining teachers. This letter appeared in the *Sandusky Daily Register* of April 26.

——MRS. Neppie S. Roberts Williams of Catlettsburg, Ky., is on the program for the next meeting of the Kentucky State Teachers' Association at Elizabethtown. Mrs. Williams, when widow Roberts, was about seventeen years ago one of our pupils. She conducted a Normal School at Catlettsburg before her second marriage.

——D. B. MOAK, Superintendent of the Public Schools of Westwood, some time ago had to quit teaching on account of ill health. The Board of Education kindly employed a substitute, but allowed Mr. Moak to retain his position, go to school when he pleased and draw his full salary. Mr. Moak has been one of the active and prominent teachers of Hamilton County.

BOOK NOTICES.

WORKING DRAWINGS, and how to make and use them. Designed for Industrial, Technical, Normal, and the Higher Grade Grammar School; Academies and Night Schools; and Artisans desiring a knowledge of the Principles of Pattern and Template Making. By Lewis M. Haupt. Jos. M. Stoddart & Co., Philadelphia, Pa. 1881. Pages 55 without the plates.

The author of this little book is Professor of Civil Engineering in the University of Pennsylvania. He was formerly Director of the Franklin-Institute Drawing School. He is now acting Assistant in the U. S. Coast and Geodetic Survey. It will be seen by the title of the book that the work covers a field different from the ordinary works on drawing used in our Public Schools. The author confines himself in this book to straight lines and planes, his purpose being to prepare books on the intersections and developing of surfaces and solids as applied to pattern-making, machine-drawing, stone-cutting, and many other useful arts. We commend the book to the attention of those interested in the subjects of which it treats.

OUTLINE OF ELOCUTION, and Comprehensive Manual of Principles. By G. Walter Dale. Danville, Ind.: J. E. Sherrill. 1881. Pages 354. Price $1.50.

The editorial work of this book fills 112 pages, and the remainder is taken up with selections. The author discusses the classification of the vocal organs, breathing, articulation, abstract modulation, quality of voice, pitch, dynamics, time, action, position, facial effect, movement, artistic elocution, (simple and complex), pause, feeling, etc.

ENGLISH IN SCHOOLS: A Series of Essays. By Henry N. Hudson. Boston: Ginn & Heath. 1881.

We have here in one book those suggestions and scholarly essays that have appeared in the different volumes of Hudson's Annotated Shakespeare's Plays for School Use. The essays are his preface to Hamlet, English in Schools, Shakespeare as a Text-Book, How to Use Shakespeare in School, and Preface to the Harvard Edition of Shakespeare. Besides these there is a 9-page extract from the *Boston Sunday Herald* on Henry Norman Hudson, full of interesting personal matter.

POCKET PRONUNCIATION BOOK, containing 3000 words of difficult pronunciation, with diacritical marks according to Webster's Dictionary. By E. V. DeGraff. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages 47. Price 15 cts.

This is a reprint of the 3000 words given by Mr. DeGraff in his Practical Phonics. It is bound in manilla covers, and can be readily carried in a side pocket.

SECOND GERMAN BOOK after the Natural or Pestalozzian Method for Schools and Home Instruction. By J. H. Worman. A. S. Barnes & Co. Pages 84.

This book belongs to the Chautauqua Language Series. The plan is the same as that of the first book previously noticed by us. Illustrations are found on nearly every page of the book, and are of great assistance in carrying out Prof. Worman's method of teaching.

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—AND—

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CLASSIFICATION OF PUPILS.

BY DR. JOHN HANCOCK.

It might be supposed, on a superficial view, that were a teacher to take charge of a very small number of pupils—not to exceed four or five—and instruct them strictly on the individual plan, the best possible results would be obtained. But experience by no means sustains such a theory. I believe it is now generally conceded by intelligent Englishmen, that education by governors—a plan followed by a large part of the highest nobility for centuries—has proved itself inferior to that obtained in the great public schools, defective as those schools have been. Superintendent Harris, of St. Louis has said that the members of a class learn more from each other than from their teacher. And this is most unquestionably true—more especially of the higher classes. In reciting together, students are led to see as many phases of a subject as there are individuals in a class—a process which contributes wonderfully to the mastery of that subject. I make no question, therefore, that class instruction will always prove itself superior to individual instruction. There is, however, a drawback attendant upon the courses of study and rigid classifica-

tion of learners that now prevail in all of our schools, and that is, that these courses of study and this classification are constructed, and in the very nature of things, must be constructed, to meet the wants and condition of the average pupil. We have not devised in this country—nor has it been done in any other that I know of—for any grade of schools below the university, any adequate scheme for the education of youth of superior abilities. In a sense, Pegasus is yoked to the cart-horse from the entrance of our youth into the primary department to his leaving college with his diploma. Pegasus may urge the cart-horse to a somewhat quicker pace, but his own wings are apt to remain in a rudimentary state. Doubtless the best scheme the world has seen for the education of youth of talent was the method of Socrates, Plato, and Aristotle, in which they gathered their students about them, and led them into the discussion of questions of subtlest meaning,—the faculties of the learners being wrought up to their highest activities under the consummately skilful direction of their masters. But such a scheme requires a Socrates, a Plato, or an Aristotle to carry it out; and such schoolmasters are not readily found in any age or country.

Whether all the defects which are mingled with the valuable features of our courses of study and close classification can be entirely eradicated, I am not quite prepared to assert, but I think I can see ways of obviating most of them.

In the first place, it does not seem to me, that the way out of our difficulties lies in the direction of a multiplication of elective courses of study. Some of our great institutions seem to have entered into an ardent rivalry as to which shall present its students the greatest number of such courses. I cannot but think the result, however laudable the purpose, will be to thin down scholarship. Bright students must have provided for them a larger amount of work than can be done by the average of the class; or, instead of educating them upward into the fruitfulness of high talent, we shall educate them downward into a commonplace sterility. Giving this class of students more kinds of things to do, is not, in my judgment, the best way to meet their wants. Diffusion of attention beyond what is essential to give alternative rest and work to different sets of faculties, tends to weakness rather than strength. By such a course of training, youth may come to know more things, but they will do less thinking. Yet I fear

we are drifting into this error with surprising rapidity. Men's minds all over the country seem to be stimulated to invent new things to be learned and new ways of learning them. Every specialist, both great and small, is vehement in his assertion that unless his pet branch of knowledge is embraced in the course of study for the public schools, that course will be utterly vacuous—and, I am sorry to say, he too often gets his way. One outcome of this is, that our secondary schools are filled with literature primers, science primers, and other aids to give a smattering knowledge of many things. Has not the time nearly arrived when "concentration" should be adopted as an educational motto? Are not the humanities, mathematics, and philosophy yet the bed-rocks upon which must rest any thorough education? Experience seems to have shown that for these there are no substitutes. It has been the fashion of late years (for there are fashions in education as in clothes) to decry these substantials, and to push a baseless culture to the front,—such as a small knowledge of English literature, and a smaller knowledge of art. Far be it from me to speak slightingly of a movement, which, if properly guided, may be fruitful of beneficial results. But culture veneered on a pasteboard backing is a mere pretense. A really-valuable and lasting culture has its root in a systematic and thorough knowledge of the solid branches.

If a young man at twenty (and he ought to graduate about that age if he has spent all his years from six to that time in school) has worked even tolerably well toward the core of these three great departments of learning, he will have done well. What he attempts beyond, will almost certainly be done at the expense of these. I do not, of course, mean that the sciences should be ignored altogether. What I do mean is, that the student should restrict himself to a few, and leave the others for after pursuit.

Without further discussion of courses of study, let us attempt to answer the question, How shall we contrive to give our students of superior capacity enough to do, without breaking up their classification with students of ordinary abilities? In what I shall have to say on this subject I shall refer more particularly to the students in high schools and colleges, though I think the scheme may be applied to some of the classes below the high schools.

Let then a course of study be adopted which the average

student can fairly master within a specified time, and let this be all that will be *required* for the promotion of any student from grade to grade, and finally for graduation; but let every one be encouraged to make in each lesson in the studies pursued, excursions beyond the fixed limit of the lesson. The required lesson will be absolute and specific, and every one who has mastered it will be marked as having had a perfect recitation, inasmuch as he will have done all that has been specifically required of him. Outside of this lesson, any student shall be permitted to offer any additional matter he may choose on the same topic, and receive the proper credit therefor. Suppose the lesson to be in geometry; he may, in addition to the book work prescribed, offer an original demonstration of some one or more of the theorems given him, or give a fuller discussion on some point than that given in the book, or make some new deduction from the principles established. Or, if it be a lesson in history or literature, let him bring up additional facts or examples, gathered from other sources than his text-books. If the classics be the study, let the student offer, in addition to the lesson required of him, some passage from the same author, not in the specified course, or something illustrative from another author. Possibly, as regards this last, we might in this way get our young men and women really interested in the matter of what they read, as well as in its grammatical construction. Possibly by this plan, also, now and then, one of our college graduates might be led to make forays into those parts of the Iliad and Æneid which lie outside of the books of the traditional course, and which ever remain to the great majority of these graduates a *terra incognita*. It will be seen that the above plan of recitations could be easily applied to algebra, physics, rhetoric, philosophy, and all the other branches in any curriculum of study.

So much for recitations and a record of them. In examinations, a given number of questions (say ten) could be made on the regular course, and beyond these, one, two, three, or whatever number might be deemed best, on the extra ground covered,—answers to these additional questions being optional. Supplementary to both these classes of questions, there ought to be in every examination, one or two questions especially designed to test the best powers of the student. As in recitation, so all overwork in examinations should receive full credit. On graduation, two classes of diplomas should be conferred: a

regular diploma to such students as have completed the set course, and a diploma "with honors" to all whose credits shall aggregate above a certain fixed standard. This plan—exclusive of the feature of overwork—we have pursued in our own High School for the last two years, with the most satisfactory results. Honors, with us, are no longer restricted to two pupils, but lie open to all. Last year seven students graduated in the honor list; and the year previous just half the class.

Such a scheme as I have endeavored to present, will require the guiding skill of a wise teacher so to direct the extra work of students that it shall join on to the regular work, without making a break, and always tend to the same end. The heaping up of stray bits of knowledge, in a desultory way, is no part of the scheme, which designs not only a fuller, but also a more systematic education, than can be obtained by our present plans.

This scheme is not presented as an entirely novel one, though I believe it to be new in some of its features. Some parts of it were tried for a few years in the Public Schools of one of the large cities of our State. I believe it a scheme, which, while preserving to us our present system of classification of pupils, —of whose general value I have not a shadow of a doubt,— will give working room to a class of students now constantly laboring under depressing influences, and will stimulate their best powers to a living activity; in other words, will give bright boys and girls a fair chance.

THE SUBJUNCTIVE MOOD.

BY W: D. HENKLE.

Much has been written about the subjunctive mood in English, and some of the views presented by authors of grammars show a total misconception of what a mood is. It is the purpose of this article to show clearly what the true modern English subjunctive is, and that it cannot be entirely dispensed with without doing violence to an idiom that enables us to express delicate shades of thought. The subjunctive is not used so frequently now as formerly and the tendency is to reduce its use still more.

Primarily mood is a matter of form. Since mood belongs to the verb and not to any attendant word or words, the use of a conjunction does not change one mood into another. The

placing of *if* before *he is* does not convert the indicative *is* to a subjunctive any more than the placing of *perhaps* or *probably* before *he is* would change the mood of *is*.

The formal distinctions between the indicative and the subjunctive in two tenses are here set forth with the verbs *be* and *live*, the variations being most numerous in case of the former.

INDICATIVE MOOD.		SUBJUNCTIVE MOOD.	
PRESENT TENSE.		PRESENT TENSE.	
Singular.	*Plural.*	*Singular.*	*Plural.*
1. I *am;*	1. We *are;*	1. I *be;*	1. We *be;*
2. Thou *art;*	2. You *are;*	2. Thou *be;*	2. You *be;*
3. He *is;*	3. They *are.*	3. He *be;*	3. They *be.*
IMPERFECT TENSE.		IMPERFECT TENSE.	
1. I *was;*	1. We *were;*	1. I *were;*	1. We *were;*
2. Thou *wast;*	2. You *were;*	2. Thou *were;*	2. You *were;*
3. He *was;*	3. They *were.*	3. He *were;*	3. They *were.*
PRESENT TENSE.		PRESENT TENSE.	
1. I *love;*	1. We *love;*	1. I *love;*	1. We *love;*
2. Thou *lovest;*	2. You *love;*	2. Thou *love;*	2. You *love;*
3. He *loves;*	3. They *love.*	3. He *love;*	3. They *love.*
IMPERFECT TENSE.		IMPERFECT TENSE.	
1. I *loved;*	1. We *loved;*	1. I *loved;*	1. We *loved;*
2. Thou *lovedst;*	2. You *loved;*	2. Thou *loved;*	2. You *loved;*
3. He *loved;*	3. They *loved.*	3. He *loved;*	3. They *loved.*

The peculiarity of the modern subjunctive mood is that it has no variations either for person or number. In the Anglo-Saxon period of our language the subjunctive mood had variations for number but not for person.

Examples of the Subjunctive Mood, Present Tense.

1. If thou *go*, see that thou *offend* not.
2. See thou *do* it not.
3. If he *do* not *utter* it, then he shall bear his iniquity.—*Leviticus*, 5 : 1.
4. Though he *slay* me, yet will I trust in him.—*Job*, 13 : 15.
5. Take heed lest any man *deceive* you.—*Mark*, 13 : 5.
6. Love not sleep, lest thou *come* to poverty.—*Proverbs*, 20 : 13.
7. I shall walk in the fields to-day, unless it *rain*.
8. He will not become eminent, unless he *exert* himself.
9. He will maintain his principles, though he *lose* his estate.
10. 'Twere best he *speak* no harm of Brutus here.—*Shakespeare*.
11. That it is better he *die* than that justice *depart* out of the world.—*Carlyle*.
12. It is proposed that the two theatres *be incorporated* into one company.—*Pope*.

13. Is it fit this soldier *keep* his oath?—*Shakespeare.*
14. 'Tis meet Achilles *meet* not Hector.—*Id.*
15. Nor is it necessary that the person *be* master or mistress of the whole house.—*Fielding.*
16. I charge thee that thou *attend* me.—*Shakespeare.*
17. Law wills that each particular *be known.*—*Marlowe.*
18. Look that he *hide* no weapon.—*Bulwer.*
19. See that a guard *be* ready at my call.—*Rowe.*
20. Beware thou, that thou *bring* not my son thither again.—*Gen.*, 24: 6.

In order that the reader may fully appreciate the difference between the indicative present and the subjunctive present he should carefully notice the difference of thought in the following pairs of sentences and the different circumstances under which these sentences can be appropriately used. It will be seen that in these examples the indicative present refers to the present while the subjunctive present refers to the future, that the former relates to a fact already determined although what the fact is may as yet not be known either to the speaker or to the hearer, and that the latter relates to a future contingency as yet undetermined.

Indicative Present.	Subjunctive Present.
1. If he *has* the book, he will give it to you.	1. If he *have* the book, he will give it to you.
2. If he *does* not *hear*, I am much mistaken.	2. If he *do* not *hear*, I shall be much mistaken.
3. If he *is hearing* his class, do not interrupt him.	3. If he *be hearing* his class, do not interrupt him.
4. If he *refuses* the gold, I will not send him the silver.	4. If *he refuses* the gold, do not give him the silver.
5. If he *is* better, I have hope of his recovery.	5. If he *be* better, you may stay with him an hour.
6. If his head *aches*, do not ask him to go.	6. If his head *ache*, do not ask him to go.
7. If his head *does* not *ache*, you should ask him to go.	7. If his head *do* not *ache*, you should ask him to go.
8. I will perform the operation, if he *desires* it.	8. I will perform the operation, if he *desire* it.
9. I shall not perform the operation, if he *does* not *desire* it.	9. I shall not perform the operation, if he *do* not *desire* it.
10. If he *denies* the charge, I will prove it.	10. If he *deny* the charge, I will prove it.
11. If thy right eye *offends* thee, pluck it out.	11. If thy right eye *offend* thee, pluck it out.
12. If he *asks* a fish, does he give him a serpent?	12. If he *ask* a fish, will he give him a serpent?
13. If my strength *is* equal to the task, I am ready to undertake it.	13. If my strength *be* equal to the task, I shall willingly undertake it.

The similarity in meaning between such expressions as "if he *hear*" and "if he *shall hear*" has led some grammarians to assert that what is called the subjunctive present is merely an elliptical future. The use of *do* as an auxiliary in the subjunctive present has been considered a sufficient proof of the incorrectness of this doctrine, for such an expression as "If he *do* not utter," etc., will not admit of the auxiliary *shall*.

I have asserted that mood is, primarily, a matter of form. Differences of form, however, tend to differentiations in use. To decide whether a verb is in the indicative present or subjunctive present we have two criterions—form and use. When the forms are the same, as is frequently the case, we have nothing left by which to decide the mood except the use. Thus in "if they *see*," *see* is either indicative or subjunctive according to the use, or the meaning intended, which meaning must be determined by the context or attendant circumstances.

It may be thought that in the case of the verb *am* or *be* the form is sufficient to decide whether the verb is in the indicative present or in the subjunctive present, because in the conjugation above given of the present there is not a single coincidence of form, the subjunctive having only the one form *be* and the indicative either *am*, *art*, *is*, or *are*. Such a conclusion would be wrong for while *am*, *art*, *is*, or *are* is never subjunctive, *be* is sometimes indicative.

Examples of *be* in the Indicative Mood.

1. We *be* twelve brethren.—*Gen.*, 42 : 32.
2. I think it *be* thine indeed, for thou liest in it.—*Shakespeare.*
3. If thou *beest* Stephano, touch me.—*Id.*
4. If thou *beest* he.—*Milton.*
5. What *be* these two olive branches * * *.—*Zech.*, 4 : 12.
6. There *be* more things.—*Byron.*
7. There *be* more marvels yet?—*Id.*
8. *Be* my horses ready.—*Shakespeare.*
9. Where *be* these bloody thieves?—*Id.*
10. *Be* the players ready?—*Id.*
11. I think my wife *be* honest.—*Id.*
12. Well, I hope it *be* not so.—*Id.*

Be is also used with *if*, *whether*, etc., even when it does not relate to a future contingency.

1. If thou *be* the Son of God, come down from the cross.—*Matt.*, 27 : 40.
2. If he *be* the King of Israel, let him come down from the cross, and we will believe him.—*Ib.*, 27 : 42.
3. If thou *be* the Son of God, command that these stones be made bread.—*Ib.*, 4 : 3.

4. I adjure thee by the living God, that thou tell us whether thou *be* the Christ, the Son of God.—*Ib.*, 26 : 63.

The use of *be* as an indicative is fast passing away. The use of *be*, however, with *if*, when there is no reference to future contingency, is still quite common.

The following historical facts will explain how *be* came to be used both as an indicative and as a subjunctive without a change of form. In Anglo-Saxon there was a difference of form in the indicative *be* and the subjunctive *be*.

INDICATIVE MOOD.		SUBJUNCTIVE MOOD.	
PRESENT TENSE.		PRESENT TENSE.	
Singular.	*Plural.*	*Singular.*	*Plural.*
1. Ic *beô(m);*	1. Wê *beôth;*	1. Ic *beô;*	1. Wê *beôn;*
2. Thû *bist;*	2. Gê *beôth;*	2. Thû *beô;*	2. Gê *beôn;*
3. Hê *bith;*	3. Hî *beôth.*	3. Hê *beô;*	3. Hî *beôn.*

See MARCH'S *Anglo-Saxon Grammar*, p. 115, and KLIPSTEIN'S *Anglo-Saxon Grammar*, pp. 130, 131.

It is very easy to see that the loss of inflections has destroyed the obvious formal distinction between the Anglo-Saxon indicative *beó(m)* and the subjunctive *beó* and left us but one form for both uses. This is a strong argument why the indicative *be* should be entirely banished. The Anglo-Saxon language had also an indicative present whence came our *am*, *art*, *is*. The Anglo-Saxon forms were *eom*, *eart*, *is*. The plural was *sind*, which we have lost, *are*, of the old northern English having supplanted it. *Are* is of Scandinavian or Danish origin.

The question here arises whether the four cases above given from the Gospel of Matthew, of *be*, used with *if* where there is no future contingency, were in Anglo-Saxon the indicative *be* or the subjunctive. Not having the Anglo-Saxon Gospels at hand to test this matter I wrote to DR. FRANCIS A. MARCH, the learned author of the Anglo-Saxon Grammar already referred to, and received promptly from him the following reply:—

"The subjunctive *beô* > *bŷ* is used in all the places to which you refer, in all the MSS., except in one passage in one MS., which (Matt., 26 : 63) has ert = *eart*, the indicative.

The Latin version has an indicative in all these passages, and there is a Northumbrian gloss, written over the lines of a Latin MS., which has the indicative *art* in all the places. This gloss has been printed by Bouterwek as an Anglo-Saxon version of the Gospels, but is of no force, of course, as authority for idiom, or grammatical forms.

The Anglo-Saxon subjunctive has a very extended use, as you have doubtless noticed; or, if you have not, a glance at the classes of examples in my grammar will be likely to surprise you."

I had previously noticed the wide range of examples referred to by DR. MARCH proving conclusively what he says on page 191 of his Grammar, that "The Teutonic subjunctive has the general range of the Latin subjunctive."

In parsing examples like the four above discussed we may call them archaic subjunctives which modern usage is replacing by the indicative. Hence I would write in these four examples, *art*, *is*, *be*, and *be*.

SUBJUNCTIVE MOOD, IMPERFECT TENSE.

The following examples of the subjunctive mood, imperfect or past tense will show that this tense is aoristic or indefinite as to time, suggesting time *present*, *past*, or *future*, and that it is used to express a supposition contrary to the fact or a mere supposition.

1. If it *were* possible, they shall deceive the very elect.—*Matt.*, 24: 24.
2. If it *did* not *rain*, I would walk out with you.
3. If I *had* the power, I would assist you cheerfully.
4. If it *were* not so, I would have told you.—*John*, 14: 2.
5. If it *did rain*, I would not go with you.
6. If he *had* the opportunity, he would learn rapidly.
7. If, therefore, perfection *were* by the Levitical priesthood, * * * what further need was there that any other priest should rise * * *.—*Heb.*, 7: 11.
8. They must be viewed exactly in the same light, as if the intention to purchase now *existed*.—*Murray's Parsing Exercises*, p. 24.
9. Great is the number of those who might attain to true wisdom, if they *did* not already *think* themselves wise.—*Dillwyn.*
10. In a society of perfect men where all *understood* what is morally right, and *were determined* to act accordingly, it is obvious that human laws, or even human organizations to enforce God's laws, would be altogether unnecessary, and could serve no valuable purpose.—*President Shannon.*
11. If I *could* go with you, I would.
12. If he *should* be there, bring him with you.
13. *Had* I the money, I would pay you.
14. If he *were* here, I would tell him to his face.
15. If the whole body *were* an eye, where were the hearing?—I. *Corinthians*, 12: 17.
16. If he *should* try, he would succeed.
17. If he *were* here, I would speak to him.
18. If I *should* visit Geneva this summer, I will certainly call on you.
19. If he *would* despise me, I would forgive him.
20. If I *had* my mouth, I would bite.

The following sentences illustrate the difference in meaning between the indicative and the subjunctive imperfect:—1. Though it *thundered*, he did not hear the thunder. 2. Though

it *thundered*, he could not (was not able to) hear the thunder. 3. Though it *thundered*, he could not (would not be able to) hear the thunder. In the first and in the second sentence *thundered* is indicative, but in the third, subjunctive.

It will be noticed that I do not recognize the potential mood, the so-called auxiliary in this so-called mood is either a principal verb in the indicative or a principal verb in the subjunctive followed by a pure infinitive without the sign *to*.

In another article I shall discuss *wert* and make some critical remarks in extension of the subject, especially as to whether in modern English there is need of recognizing more than two tenses in the subjunctive mood.

This article is a reproduction in part and an extension of an article written in 1865, and published in the December issue of the *Ohio Educational Monthly* of that year.

A GLANCE AT THE SCHOOLS OF RICHMOND, VA.

"But I thank God there are no free schools nor printing, and I hope we shall not have these hundred years; for learning has brought disobedience, and heresy and sects into the world, and printing has divulged them and libels against the best government; God keep us from both."

In 1671, that staunch loyalist and devout churchman, Sir Wm. Berkeley, penned these oft-quoted words which more than any service to crown or colony have preserved his fame; it is only within a few years that Virginia has realized or admitted the paramount reason for the decay of her once boasted prosperity.

A few days recently spent in the capital of the Old Dominion and of the whilom Confederacy furnished me an opportunity of seeing something of their public-school system, one of the fruits of the great civil and social convulsion which is re-organizing society by the aid of the very helps which the colonial government so fervently deprecated.

A self-introduction as a former teacher from Ohio secured for me the amplest measure of courtesy from the Principal of the High School.

The building is large, substantial, and well-arranged, the recitations, order of exercises, etc., not unlike what we find in our northern towns. I noticed the same disproportion in the number of boys and girls in attendance, their average age is,

I think, less than with us. The reading to which I listened, was spoiled for a northern ear by the negro intonation, which to me seemed more marked in Richmond than elsewhere in the South.

I was surprised to find the text-books throughout the city, and I believe the State, mainly northern publications, Wilson & Hinkle furnishing the largest number. The school law provides for county Superintendents, a feature, as my informant pointed out in advance of Ohio, with whose system, and indeed that of the entire north, he seemed very familiar.

"What classes of society are represented here?" I asked, as I glanced around the study-room, "All from the lowest to the upper middle," was the reply. "You still have your aristocracy then?" "Yes but their poverty is fast levelling distinctions. Before the war, the extent of a man's landed possessions was the measure of his wealth, now, since the abolition of slave labor, it is the measure of his poverty." Judging from what I saw of the State in several hundred miles of travel I could very readily believe the latter half of this statement.

Are the schools popular?

"No man need hope for anything in the city who opposes them." "Our people," he went on, "were so entirely unused to the public-school system that we found it difficult to obtain county Superintendents and other officials with any knowledge of the duties of their office—we had few educators, we had to make them out of lawyers, doctors, preachers. But they are fast leaving us." "Will you attend the meeting at Atlanta?" "No, I have never attended the National Association. It usually conflicts with that of Virginia, and," he added with a meaning smile, "I prefer my own State to the United States."

I was somewhat surprised to see both sexes attending the same school, from the lowest primary up.

With the exception of the colored schools they have not done things by halves.

To me, looking back twenty years the growth of sentiment that tolerates even their separate existence is marvellous. Much of it is no doubt due to the same spirit which prompted the Tory press of England after the last extension of the franchise, to favor increased educational facilities, saying, "we must now try to prevail on our masters to learn their letters." "The one point where I think the northern people unreasonable," said the Principal, is insisting that there should be no

separation. Their schools are classified and taught in precisely the same manner as the white. I would advise you by all means to visit one and see for yourself."

I very willingly assented and under the escort of a pleasant bright-faced youth started for one of the largest colored schools in the city. On our way we passed the home of Chief Justice Marshall, once a fine mansion, but now sadly falling into decay. A short distance from it is a stately pile, presented to Jefferson Davis by citizens of Richmond, and after his fall purchased by the city for a public-school building. I was fortunate in finding the Superintendent at the school, and from him learned many details of the working of the system. He seemed very enthusiastic over the success which had attended the colored schools, adding that so far as his personal association with them went he would prefer them to the white, "although," he added hastily as if afraid of having compromised himself, "I am not a Republican." R. P. F.

WHAT CAN BE LEARNED FROM ANGLO-SAXON?

BY PROF. L. S. POTWIN, HUDSON, OHIO.

It is not to be expected that Anglo-Saxon will ever be a prominent study in our public schools; and it is neither to be expected, nor to be desired that, in our colleges, it should take the place of Latin and Greek as a means of language-training. This language, however, has some peculiar claims upon teachers, especially teachers of English grammar. Some things can be learned from it that can be learned nowhere else. Let us, in the briefest possible way, make note of them.

1. We learn from Anglo-Saxon that our language is really a Teutonic language, closely akin, for example, to the German. One can believe this without studying Anglo-Saxon, but he cannot see it, and thoroughly feel it. He must see our language in its full array of Teutonic inflections, especially of nouns, adjectives, and pronouns; he must hear and speak its undisguised gutturals; must trace its German-like modifications of vowels, and then he *knows* what otherwise he only half knows.

2. On the other hand we perceive clearly the kinship of our language with the Latin and Greek. "Genitive," "Dative," "Accusative," are no longer imaginary terms as applied to English; and in the personal pronouns we find even the dual number. The same formatives can be traced, as *-ende* of the

present participle for the Latin *-ent.* Our pronoun "I" in its old form "Ic" is seen to be the Latin *Ego;* and not a few words, as *head, lean* (verb), etc., show their identity with classical roots only in the Anglo-Saxon forms, according to the law explained in Hadley's "Brief History" § 14. (Webster's Dict. p. xxiv).

3. The *s* of our possessive case is seen to identify that case with the Greek and Latin genitive. The apostrophe, however, cannot be explained from Anglo-Saxon; for it would hardly be used to mark the omitted vowel of the Saxon *-es.*

4. The origin of our use of so-called auxiliary verbs. The "will," "shall," "can," "would," etc., are in reality the principal verbs, and the verbs that follow them are infinitives complementary to them. "I will do" = "I will to do." "I can do" = "I ken to do." This might be conjectured, but the Anglo-Saxon leaves no room for conjecture, since the infinitive has a distinct suffix *-an.*

5. Our "sign of the infinitive," *to,* is, in origin, a preposition with the dative case of the infinitive, or gerund. This is made plain by the Anglo-Saxon inflection which we have now lost.

6. The absence of the preposition "to" in some instances of indirect object is explained by the Anglo-Saxon dative. In nouns the dative-inflection is simply lost; but in the pronouns as *him, her, them,* the dative has come to be used for the accusative. Instead of the *-m,* the accusative has *-n,* as in German. "Give him the book," then, properly illustrates the continuance of the dative case.

7. The strange plural, *oxen,* ceases to be strange, when it is seen to be the relic of a multitude of words of the N-declension, which is still regularly used in German and other Teutonic languages.

8. The origin of the indefinite article, its identity with the numeral *one,* and its original form as *an,* not *a,* is no longer a matter of inference, but of sight. (Compare *mine* and *thine* as earlier than *my* and *thy.*)

9. The Anglo-Saxon suffixes, as, *-ness, -ship, -red, -ric, -dom, -hood, -ing, -er, -th, -stead, -ly, -y, -fast, -some, -ful, -en,* are no longer to be taken on trust, but are seen in full possession of the field, and some of them as separate words, as *-ship* (shape, -scape), *-dom* (doom) -ness (promontory) -ly (lîc — = body —, like.)

10. Many compound words are explained, which have become

obscured by the wear of use or by change of meaning, e. g., *asleep, al ong, adown, arise, beyond, forbid, withstand, as, not, twilight, lord, lady, woman, daisy, orchard, nightingale, ordeal,* and many others. The explanation of these may be found in Webster, or better in Skeat (so far as published); but it must never be forgotten that one must *know a language,* and read its literature somewhat, before he can use it well in etymology. Mere dictionary-derivation is dead etymology.

11. With this last remark in mind, we add that Anglo-Saxon shows us what sorts of words in our present tongue are native and what are foreign. It will be found that all the pronouns, most of the prepositions and conjunctions, the substantive verb, and, in general, the words most necessary for ordinary speech are Anglo-Saxon. In respect to form, the native words are, as a rule, shorter than the foreign, but it is a rule proved by a multitude of exceptions. *Heavenlymindedness* and *understandingly* are Saxon, while *grace, face, air, round, square, nice, push, mob, aim, aid, age, beast,* and a host of other common monosyllables are of Latin origin. The only sure way of learning what is Anglo-Saxon is to read Anglo-Saxon.

We might go on with our enumeration of points, but perhaps the foregoing are enough. There is no end to the suggestions which the thoughtful student will receive in regard to particular words, such as *friend, fiend, methinks, whilom, seldom;* in regard to curious relics of usage, as in *this* and *that,* with their leanings to their original neuter use; in regard even to spelling, as the *y* in *they,* and the metathesis of *h* and *w* in *what* and kindred forms.

We hardly need say, in closing, that these notes and hints are not for Anglo-Saxon scholars, but for those who have never given attention to our language in its ancient form. To such we say that it is not a long and toilsome work to gain some useful knowledge of Anglo-Saxon. Since the pronunciation is not specially important, one can get on, by the help of any of the Manuals, without a teacher. Indeed, with a copy of the Gospel of John as text, the English version as dictionary, and Prof. Hadley's few, but solid, pages as Grammar (Webster's Unabridged, pp. xxx—xxxiii.) a person can soon realize all the advantages we have spoken of, and many besides. This will not make him an Anglo-Saxon scholar, will not even enable him to read Anglo-Saxon poetry with ease, but it will amply repay the labor.

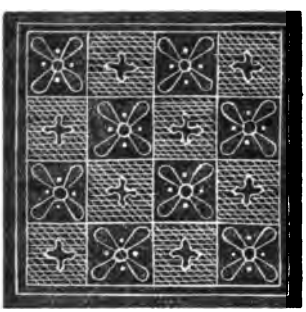
DICTATION DRAWING.

BY W. S. GOODNOUGH, COLUMBUS, OHIO.

No. X.

In the last number we showed how to dictate borders. Following are some designs for surface decoration. After each new figure given by the teacher it would be well for the class to attempt to design one similar to or suggested by it. In this way pupils can get some practice in elementary design in connection with Dictation drawing.

Exercise XXX. Draw a three-inch square. Divide it into



sixteen small squares. Draw the diagonals of the upper left square. Divide the upper left semi-diagonal into four equal parts. Through the outer division draw a perpendicular equal to one of the quarters. With this as a base draw a semi-circle concave towards the centre of the square. Connect ends of semi-circle with centre of square by curved lines nearly straight. Repeat on other semi-diagonals and erase diagonals and perpendiculars. Draw an eighth of an inch circle at the centre, tinting its surface black. Place four dots, each an eighth of an inch from the circle and midway between the two diagonal forms. This unit is to be repeated in every alternate small square. Draw the diameters of the second small square in the upper row. Bisect the semi-diameters. Connect, forming a small square. Trisect the sides and connect the points on each side by a semi-circle convex to centre of square. Erase middle thirds and diameters.

Draw a small circle at the centre. Half-tint the part of square outside of the ornament with two sets of lines, one oblique, the other horizontal. This figure is to be repeated, alternating with the one first dictated. Brighten and add a square an eighth of an inch outside the large square.

Exercise XXXI. Draw a three-inch square and divide it

into nine small squares. Notice the upper left one. Divide its sides into four equal parts. Connect the two points nearest each corner by an oblique line, forming octagonal figure. Bisect oblique sides of octagon and connect, forming a square. Draw diameters and diagonals of this square. Bisect the upper semi-diameter. Draw a perpendicular through this point equal to half the semi-diameter. Bisect upper half of semi-diameter and connect by straight lines with ends of perpendicular. Repeat on other semi-diameters. Draw a small circle at the centre less than an eighth of an inch in diameter. Connect ends of perpendiculars by curves tangent to each other on the diameters and also to the circle. Erase perpendiculars. Trisect each semi-diagonal; erase the outer and inner thirds, leaving the middle one. Half-tint the square within the octagon with light vertical lines, passing across the ornament. Repeat this unit in the other eight squares. It will be noticed that the oblique sides of octagons form small squares where they meet. Erase the diagonals that are within these small squares and draw a small circle at the centre of each. Draw another square an eighth of an inch outside large square. Brighten.

Exercise XXXII. Draw a three-inch square. Divide it into

nine small squares. Notice the upper left square, draw its diagonals and trisect semi-diagonals. Connect outer points in diagonals, forming a square. Trisect its sides and connect points of division with centre of square by oblique lines. Draw a small circle at centre tinting it black. Erase middle thirds in sides of small square. Notice lower point of division on upper left semi-diagonals. Connect with outer ends of two adjacent oblique lines by two curves convex toward the corner of the square. Repeat.

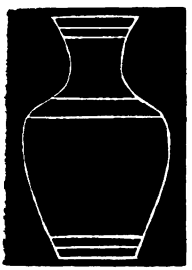
Erase middle third of each semi-diagonal of the larger,

square. Half-tint with horizontal lines the four arms of cross form, each of which is bounded by two curves and two oblique lines. Repeat this unit in the other eight squares. Notice right vertical side of upper left square; make a dot in the centre; mark a point a little more than a sixteenth of an inch below the top and another the same distance above the bottom. Erase the part of side above and below these points. From upper point draw two oblique lines downward, parallel to adjacent oblique lines and less than an eighth of an inch long. Same at the bottom, drawing upwards. Connect ends of oblique lines by vertical lines. Repeat, drawing half the figure where the side of small square forms part of the side of the large square. Add a square an eighth of an inch outside large square. Brighten.

With this paper we will conclude this series of lessons on Dictation Drawing. Where there is a well-arranged course in Drawing, this subject should occupy a subordinate place and be taught principally in the Primary Schools. It is valuable in all grades as a disciplinary exercise, and by it the elements of Drawing can be taught to very young children, and it may be still farther simplified by the teacher executing on the board the direction she has given, while the pupils are working it on their slates. The first elements of Design may also be taught in connection with it, pupils making simple variations of many of the forms given. It has been our aim to suggest some of these variations, and to this end figures have been selected, which in many instances are more or less related to each other. Dictation cannot carry a pupil far in his study of form, as only simple and geometrical forms, such as are capable of exact analysis can be used. Yet he can learn how to proceed in the drawing of such figures and the way is gradually made clearer to him how to proceed with more difficult and freer forms. He learns what exact analysis is possible, and with an ungeometrical curve-lined form would not be likely to go to work with no construction lines, and without analyzing it to discover its proportions. In schools where Drawing is not regularly studied, and especially ungraded schools, teachers can make a delightful diversion for their pupils and at the same time do them considerable good at no expense, by carrying on this subject. They can do it with no other instruction than that given in these articles.

In order to give suggestions in design, the exercises given

have been confined to geometrical figures. Simple vase forms might have been added. The one given is sufficient to give



teachers an idea how to give them. Many can be designed by the teacher or class by varying the proportions. First determine the proportion of the width to the height and draw a rectangle. Next decide how the vertical sides of rectangle are to be divided to obtain the point crossed by the curve. Then fix the altitudes of the curves, determining their position and length. If there are bands, find how the vertical line should be divided to fix points through which they will pass.

Another feature is that of Memory Dictation. Have the class give close attention. Give a direction, then pause a moment for them to picture it in their minds, but not draw it. Then give the next, and so on till the whole figure has been described and by the class built up in the mind. Then let them attempt to draw it, being careful there is no copying from each other. After examining the result, the teacher can place the correct figure on the board for verification. This is fine mental drill and soon difficult figures can be taken with considerable rapidity. At first, figures similar to those in exercises I. to XII. in these articles should be taken.

OFFICIAL DEPARTMENT.

Conducted by the Hon. D. F. De Wolf.

Question.—Our board consists of ten members; six constitute a majority of all the members. One has resigned, and we cannot secure six votes to elect his successor, what course is left us? Is not five a majority of all the members now constituting the board, and cannot they act as such?

Answer 1.—The law—see Sec. 3982—requires a majority of all the members composing the board to elect an officer, but the election of a member to fill a vacancy does not come under this requirement. Hence a majority of a quorum may fill a vacancy.

2. The law—see Sec. 3981—provides that no such contingency shall arise. It requires such vacancy to be filled without delay. Hence if any question comes up for consideration while the board is not full by reason of resignation, death, etc., the point of order should be taken that the first business of the board is to fill such vacancy "without delay," as I apprehend the meaning, implies that the election shall be had before any other business is transacted.

EDITORIAL DEPARTMENT.

——Our contributions this month cannot fail to interest different classes of our readers. Dr. Hancock's article on Classification will be very suggestive to superintendents and principals. Our article on Subjunctive Mood will enable some to understand it, at least in part, to whom it has heretofore seemed dark. The article on the Richmond Schools was furnished by a former Associate Principal of the Salem High School who has within the last five years furnished articles to the *Monthly* from the Tropics, the Old World, and Minnesota. Her contributions are always welcome. We hope Prof. Potwin's article on Anglo-Saxon will incite some to the study of an earlier stage of the English language. With Article No. X Prof. Goodnough closes his lessons in Dictation Drawing.

——We hope there will be a good attendance of the Ohio Teachers' Association at Put-in-Bay, June 28, 29, 30. We sent out on the 7th of June over 900 programs to different parts of the State for distribution. There are no additions to, or changes in, the program as published in our May number except a lecture by Wm. T. Marshall of Springfield, Mass., on Wednesday evening, June 29, on "Wonderland—The Yellowstone, or National Park," and a complete list of all the officers, and information as to hotel rates, and railway rates. For the railway rates so far as received see our advertising pages. For still further particulars write to Sup't Geo. W. Walker, Lima, Ohio, Chairman of Executive Committee.

——We hope Ohio will be well represented at the meeting of the National Educational Association at Atlanta, July 19, 20, 21, 22. The Ohio representation at Chautauqua last year was 155, while that of New York was only 38, and that of Pennsylvania 35. We expect this year a large attendance from the South. Apply to the President, the Hon. J. H. Smart, of Indianapolis, for programs, railway rates, etc. Edward Danforth, of Elmira, N. Y., is committee on transportation. For the last five years all details of the meetings have been forwarded to us, but this year we have not, as yet, received them, and possibly may not as the programs will be distributed from Indianapolis instead of Salem. We have not space to print the slip program already issued by Pres. Smart. It is an excellent one. Ohio is represented on it by A. J. Rickoff, the Hon. D. F. De Wolf, the Hon. J. J. Burns, J: W. Dowd, C: L. Loss, J: B. Peaslee, and President I. W. Andrews. Ohio men are still in demand. The National Council of Education will hold a meeting at Atlanta, July 18. Possibly a preliminary gathering of the members will take place at the Hotel at Lookout Mountain, July 14, for the purpose of getting committee reports ready. If so the conference there will last until the 17th of July. All aboard for Atlanta. Remember that the Kentucky-State Teachers' Association will meet at Elizabethtown, July 12, 13, 14.

——We have received as yet but few reports of the time, place, duration, etc., of the summer and fall institutes. Please to report immediately.

——No. V., May-June, of *Education* is full of variety. The Hon. J: W. Patterson writes on "National Aid to Education"; Miss E. Shirreff, of London, on "Educational Principles of the Kindergarten"; Maria Mitchell, on "The Collegiate Education of Girls"; S. E. Warren, C. E., on "Graphic Science"; E. R. Humphreys, on "Common Sense in Classics"; Geo. Hicks, on "The Public-School System"; John Tetlow, on "The Eastern Colleges for Women"; J. L. Pickard, on "Relation of Public Schools to Morality and Religion"; A. B. Stark, on "Teaching English." There is also an article on the Boston Latin School, and a sketch of the Rev. James Manning, the first President of Brown University. The editorial articles in addition fill fifteen pages. *Education* is $4.00 a year. We send it with *Ohio Educational Monthly* one year for $4.50. Now is the time to subscribe.

EDUCATIONAL INTELLIGENCE.

——The Annex at Harvard has now about forty lady students.

——Three girls graduated from the Canfield High School June 10th.

——Eighteen young ladies graduated from Glendale Female College, June 9.

——Nine pupils, 4 boys and 5 girls, graduated from the Warren High School, June 9.

——Six pupils, 2 boys and 4 girls, graduated from the Greenfield High School, June 3.

——Four girls graduated from the Salem High School on Thursday evening, June 9.

——There is to be a State Convention of colored teachers at Springfield, Ohio, Aug. 17.

——Four pupils, 3 girls and 1 boy, graduated from the Millersburg High School, June 3.

——Twelve pupils, 4 boys and 8 girls, graduated from the Gallipolis High School, June 3.

——Nine pupils, all girls, graduated from the Barnesville High School on the evening of June 3.

——Three pupils, all girls, graduated from the Cortland High School on Friday evening, June 3.

——Ten pupils, all girls, were announced to graduate from the Hillsboro High School, June 23.

——The New-York State Teachers' Association will hold its 36th meeting at Saratoga, July 5, 6, 7.

——The Catalogue of Hiram College recently issued shows a total attendance last year of 214.

——The salaries of most of the teachers in Salem have been increased. The lowest now paid is $375.

——Nine pupils, 4 boys and 5 girls, graduated from the Clyde High School, on the evening of June 9.

——Five pupils, 1 boy and 4 girls, graduated from the Crestline High School, on the evening of June 3.

——Six pupils, 2 boys and 4 girls, graduated from the Lebanon High School, on the evening of June 2.

——Nine pupils, 1 boy and 8 girls, graduated from the East-Liverpool High School on Friday evening, May 27.

——Twenty-one pupils, 3 boys and 18 girls, graduated from the Wooster Public High School, June 17th.

——Eleven pupils, 3 boys and 8 girls, graduated from the High School of Piqua, on the evening of June 2.

——Eight pupils, 6 boys and 2 girls graduated from the Mechanicsburgh High School, on the evening of June 2.

——Seven pupils, 2 boys and 5 girls, graduated from the Garrettsville High School on the evening of June 10.

——Six pupils, 4 boys and 2 girls, graduated from the Wapakoneta High School, on the evening of May 20.

——Eleven pupils, 4 boys and 7 girls, graduated from the Cambridge High School, on the evening of May 27.

——Fifteen students, 10 gentlemen and 5 ladies, were announced to graduate from Muskingum College, June 23.

——Three pupils, 2 boys and 1 girl, graduated from the New-Lisbon High School, on the evening of Friday, June 3.

——Thirteen pupils, 4 boys and 9 girls, constituted this year the graduating class of the Wilmington Public High School.

——Ten pupils, 2 boys and 8 girls, graduated from the Public High School of Martin's Ferry, on the evening of June 3.

——Fourteen pupils, 3 boys and 11 girls, were announced to graduate from the Canton High School on the evening of June 24.

——Sixteen pupils, 9 boys and 7 girls, were announced to graduate from the Massillon High School on the evening of June 23.

——The twenty-fourth meeting of the General German Teachers' Association was held at Carlsruhe the second week in June.

——Every teacher should be a reader of the Popular Science Monthly. The leading article in the June No. is on "Physical Education."

——The Pennsylvania State Teachers' Association will hold its next meeting at Washington, southwest of Pittsburgh, July 26, 27, 28.

——TWENTY pupils, 2 boys and 18 girls, graduated from the London High School, on the evenings of June 8 and 9.

——FIFTEEN boys graduated from Chickering's Institute in Cincinnati, on the evening of June 10. Nine obtained honors.

——O. P. KINSEY writes under date of May 19, that there are now 400 students from Ohio at the Normal School at Valparaiso, Ind.

——FIVE pupils, 1 boy and 4 girls, graduated from the Morrow High School on the evening of May 20. This is the first graduating class.

——THE Akron Board of Education decided some time ago to place a telephone in Superintendent Findley's office in the Central Building.

——THE circular of the Lakeside Summer School of Science for Teachers is full of details. Address J: P. Patterson, Washington C. H., Ohio.

——FIVE pupils, 3 boys and 2 girls, graduated from the Ottawa High School, on the evening of May 19. This is the seventh graduating class.

——FIFTEEN pupils, 4 boys and 11 girls, graduated from the Marysville High School, on the evening of May 26. This is the third graduating class.

——THE Millersburg Board of Education has bought Mr. Hoyer's Normal-School Building. Hereafter it will be used for public-school purposes.

——ALL teachers interested in supplementary reading for their schools should address Scribner & Co., New York, N. Y., for their special terms for St. Nicholas.

——Two pupils, 1 boy and 1 girl, graduated from the Columbiana High School, on Thursday evening of May 26. These constitute the first graduating class.

——THE Standard Supplementary, formerly known as Swinton's Supplementary, Readers, are now handled by Van Antwerp, Bragg & Co., Cincinnati and New York.

——THE New-Lisbon Normal School will begin July 19. The Hon. D. F. De Wolf is announced to be present some time in the session to deliver some addresses.

——BARNES'S Educational Monthly has been swallowed by the *Primary Teacher* of Boston. While it lived it was one of the most spicy and readable of the educational journals of the country.

——IN the Inter-State Oratorical contest of Ohio, Indiana, Illinois, Wisconsin, Iowa, and Minnesota, the first honor was carried off by C: T. Coffin, of Asbury University, Greencastle, Indiana.

——THE July number of the *North American Review* contains an exhaustive article on Indian affairs by Carl Schurz, and a very lively one on "The Power of Public Plunder" by James Parton.

——THE Knox-County Teachers' Association met at Mt. Vernon, May 21. R. B. Marsh spoke on "Orthoepy:" J. V. V. Elder on "Reading," and E. T. Tappan, on "Regular Attendance at School."

——A DICTIONARY of Education and Instruction is about to be issued

by E. Steiger & Co., of 25 Park Place, New York, N. Y. It will be a smaller work than their Cyclopædia of Education, and will sell for the small sum of $1.50.

——There were 24 applicants for the Superintendency at Marion. The applicants offered to serve at salaries ranging from $800 to $1350. The Board at Marion required a local examination even of the holders of State Certificates.

——At the meeting of the Mahoning-County Teachers' Association at Canfield in May, Mr. Kline discussed "English Analysis"; H. C. Muckley, Arithmetic; and M. S. Campbell, "The Earth as a Planet." Adjourned to meet in the fall.

——Thirteen pupils, 7 boys and 6 girls, graduated from the Mt. Gilead High School, on the evening of May 26. This class is the sixth. Six of the members of the class were not residents of Mt. Gilead. It is said that 35 per cent of the High School are non-residents.

——The last catalogue of Wooster University shows an attendance of 477 students, of whom 207 were collegiate, 156 preparatory, and 114 medical. A plan of study by non-residents for the degrees of A M.., Ph D., has been inaugurated, diplomas to be granted on examination.

——The Supreme Court of New York has granted the order to change the name of the corporation of "*Scribner & Co.*" to The Century Co." —the order to take effect on the 21st of June. The July issue of Scribner's Monthly and St. Nicholas will have the new corporate imprint.

——The following single sentence embodies the International Measures. "Measure all lengths in metres, all capacities in litres, all weights in grams, using decimal fractions only, and say *deci* for tenth, *centi* for hundreth, *milli* for thousandth, *deka* for ten, *hekto* for hundred, *kilo* for thousand, and *myria* for ten thousand."

——We have received the American College Directory and Universal Catalogue published by C. H. Evans & Co., St. Louis, Mo. Pages 105. It is almost impossible to make such a book correct. It gives Ohio 112 colleges, academies, and Normal Schools, but there is no way of telling by the book which of these are important and which are merely dying cross-road schools.

——Nine students, 5 gentlemen and 4 ladies, graduated from Otterbein University, June 2. Of these 5 were from the Scientific Department, 2 gentlemen and 3 ladies. This is the twenty-fifth class. Whole number of graduates 225. One afternoon was set apart to celebrate the quarter-centennial, at which speeches, etc., were made by L. K. Powell, A. B. Kohr, Mrs. M. A. Fisher, Dr. Lewis Davis, and Dr. H. A. Thompson. The Course of Study at this Institution is to be enlarged.

——Three pupils, 1 boy and 2 girls, graduated from the Edon High School, May 20. This is the first class. Two boys and three girls also completed the grammar-school course. A baccalaureate sermon was delivered by the Rev. E. H. Brown, and a Literary-Society address by Cyrus Cline (County Superintendent) of Angola, Ind. This address was a comparison of Carlyle and Emerson. The Principal, T. J. Sanders, addressed the graduating class and delivered the diplomas.

——The fourth quarterly meeting of the Southwestern-Ohio Teachers' Association at Hamilton, April 30, was largely attended. Mr. Johnson's Report (see program in May *Monthly*) was, as predicted, full of interest. It was discussed by John Hancock, M. W. Smith, F. E. Wilson, M. S. Turrill, J: Mickleborough, G. A. Carnahan, J. F. McCaskey, W. D. Gibson, L. D. Brown, and others. Officers elected for next year:—Pres., L. D. Brown; Vice-Presidents, W. D. Gibson and Eva P. Reid; Sec., J. P. Cummins; Assistant Sec., Lissa Daugherty; Treas., T. A. Pollok; Ex. Com., G. A. Carnahan, H. Bennett, and T. G. McCalmont.

——"The Portage-County Teachers' Association met at Garrettsville, June 4th. Program: "Teaching as a Profession," W. Thomas; "Spelling," G. M. McBride; "Time as an element of Culture," Pres. B. A. Hinsdale. Query Box. There was a fair attendance of teachers and citizens. The program was interesting, and the discussions were animated. Pres. Hinsdale talked 45 minutes, and his audience could have listened much longer without weariness. Not a word was said about reforming our spelling—much was said about learning to spell the language as it is."

——"The Tri-County (Crawford, Morrow, and Richland) Association was held at Galion, April 30. N. W. Lewis, of the Galion High School, exhibited a recitation of his class in Physical Geography. Rev. J. P. Robb, of Iberia, delivered an address on "Ethical Culture." T. J. Mitchell, of Mt. Gilead, presented a paper on "Prevailing Errors." J. H. Snyder, of Crestline, read a paper on "Mathematics." The discussions called forth by the topics suggested were vigorous and thorough, and the handsome manner in which the visitors were entertained made the Association a social as well as an intellectual and professional success."

——The following is from the *Buckeye* State of May 26, a newspaper printed at New Lisbon, Columbiana Co., Ohio:—"The jury in the case of Eva Chamberlain against the school board in St. Clair township, wherein the plaintiff sues for wages, awarded her full amount claimed. The case was one of some interest, inasmuch as it was alleged that the teacher was discharged by the Board because she had the sublime audacity to kiss several of the larger boys in the school, thereby "demoralizing" school discipline. It seems to us that this osculatory exercise has been too much neglected in our school system, and if we were a schoolboy again, we think nothing would subdue our refractory habits, or soothe our rebellious mind quicker than a judicious application of this method."

——"The Knox-County Teachers' Association, on the 21st of May, appointed a committee to consult with the officers of the County Agricultural Society and take such steps as may be necessary to have an exhibit of common-school work at the County Fair. If the editor of the Monthly will give us some hints and reflections on this subject we would be obliged, and perhaps others would profit thereby. We expect to make the first exhibit in 1882." We refer to W. H. Cole, of Marysville, U. T. Curran, of Sandusky, and Dr. I. W. Andrews, all of whom have had personal practical experience in this matter, unless it is the last. We give Dr. Andrews's name because his county, whether he has or not, has

had experience in the matter. See also an article by Mr. Cole in the Monthly last year.

——The Warren-County Teachers' Association met at Lebanon, May 14. Lutie Schenck's essay on Motives was discussed by R. M. Mitchell, F. M. Cunningham, B. D. Mitchell, P. V. Bone, and H. Bennett. J. M. Mulford read a paper on the Life of Pestalozzi. H. Bennett was chosen to refute at the next meeting the arguments of Richard Grant White against our Public Schools. W. H. Shertzer read a paper on the "Relation of Nature to our Schools." Miss Rachel Whitacre, of Mainville, brought with her about twenty-five pupils, mostly primary pupils, but a few being intermediate, and exhibited them in a variety of school exercises, such as singing, gymnastics, declamations, reading, etc. Mr. Williams, of Butler, entertained the Association with "Select Readings." Officers elected for next year:—President, R. M. Mitchell; Vice-Presidents, Perry V. Bone and Addison Ludlum; Ex. Com., R. M. Mitchell, F. M. Cunningham, Abbie L. Rogers; Sec., Carrie E. Dill; Committee of Arrangements for the summer Institute, R. M. Mitchell, P. V. Bone, Abbie L. Rogers, F. W. Steddom, and S. W. Benbow.

——"That reader must be hard to please indeed who in the diversified contents of the *North American Review* for June should find nothing to win his attention. First we have an article by the Hon. Hugh McCulloch on "Our Future Fiscal Policy", treating of the problems of refunding, the remonetization of silver, and the restoration of the United States to their just rank among the maritime nations of the world. George B. Loring writes of "The Patrician Element in American Society", but the reader need apprehend no glorification of artificial rank, for in the author's estimation the patrician element here is simply the strongest popular element—that portion of the people, whatever their lineage, who are engaged in developing the mental, moral and material wealth of the Republic. Dorman B. Eaton makes a spirited defence of civil-service reform; Prof. W. G. Sumner states very clearly the argument for free ships; Frederick Douglass writes of "The Color Line"; Désiré Charnay, of "The Ruins of Central America"; Dr. Austin Flint discusses the benefits of vaccination; J. M. Mason asserts the lawful power of the Government to regulate railway charges; and finally, Prof. E. S. Morse sets forth the evidences of the existence of man upon this continent in prehistoric times."

PERSONAL.

——C. J. Albert was re-elected May 23, Principal of the Germantown High School.

——W. G. Martin has resigned the Superintendency of the Salineville Public Schools.

——Frank Cunningham has been re-appointed school examiner in Warren County.

——Mrs. Dr. Catlin has been engaged as a teacher in the Public Schools of New Carlisle.

——Sarah A. Platt has been re-elected teacher in the Salem High School. Salary $750.

——Wm. Hoover, of Wapakoneta, is said to be translating a French treatise on geometry.

——E. J. Godfrey has been re-elected Principal of the Salem High School. Salary $900.

——Geo. J. Luckey has been re-elected Superintendent of the Public Schools of Pittsburgh, Pa.

——Miss J. A. Newberry, an Akron teacher, started in May for California in search of health.

——Dr. T. S. Childs has been elected Professor of Mental and Moral Sciences in Wooster University.

——Joseph F. Lukens has been re-elected Superintendent of the Public Schools of Lebanon. Salary $1400.

——Gen. Francis A. Walker has been elected President of the Massachusetts Institute of Technology.

——C. W. Bennntt is engaged for the Institutes in the counties of Ross, Preble, Mercer, Darke, and Lucas.

——The Hon. D. F. DeWolf was announced to deliver the Commencement Address at Gallipolis, June 3.

——C: C. Davidson was unanimously re-elected Superintendent of the Public Schools of New Lisbon, June 1.

——E. E. Miller will conduct the ninth annual session of a Normal School at Summerfield, beginning July 25.

——C. T. Coates was announced to conduct a Normal Institute at Syracuse, Ohio, beginning June 6, and ending July 29.

——E. L. Shuey, of Fostoria, has been elected Principal of the Preparatory Department at Otterbein University.

——Hattie Lyon, formerly a pupil of the Salem High School, has been teaching music at Heidelberg College, at Tiffin.

——Pres. B. A. Hinsdale has been appointed one of the Board of Visitors at the Naval Academy at Annapolis, Md.

——L. D. Brown was announced to deliver the address to the graduates of the Oxford, O., High School, on the 7th of June.

——E. G. Smith was, June 3, re-elected Principal of the Hillsboro High School, and his salary increased from $1000 to $1200.

——E. L. Abbey was re-elected May 15, as a teacher in the Cambridge High School, and salary increased from $500 to $650.

——John W. Dowd has been re-elected Superintendent of Public Schools of Toledo. Salary $2500—an increase of $500.

——L. H. Durling has been re-elected Superintendent of the Public Schools of Allegheny City, Pa., at an increased salary.

——B. B. Harlan was re-elected May 23, Superintendent of the Public Schools of Germantown. His election is for two years.

——JEREMIAH HALL, formerly President of Denison University, died May 30, of heart disease, at Port Huron, Mich., aged 76.

——CHAS. DARWIN and Alfred Tennyson are with other eminent men, vice-presidents of the English Spelling-Reform Association.

——PROF. JUDSON SMITH was announced to deliver the annual address to the graduating class of the Cortland High School, June 3.

——MRS. M. A. FISHER, Principal of the Ladies' Department at Otterbein University has resigned on account of impaired health.

——E. A. WOLFE, of Utica, Ohio, has been elected Principal of the High School at Bladensburgh, as successor of H. W. Kennon.

——M. E. HARD has been re-elected Superintendent of the Public Schools of Gallipolis, and salary increased from $1200 to $1300.

——J. S. JOHNSTON, late Principal of the Braddock Public Schools, has been elected County Superintendent of Allegheny County, Pa.

——THE HON. D. F. DeWOLF was announced to deliver the class address at the Commencement Exercises of the Gallipolis High School.

——SANFORD E. SHUTT, Superintendent of the Public Schools of New London, has been elected to a like position in Marion. Salary $1350.

——MRS. M. V. ROSS has been re-elected to her position in the Grammar School at Garrettsville, which she has already held for seven years.

——J. E. WILLIAMS was re-elected Superintendent of the Public Schools of Cambridge, May 16, and salary increased from $1000 to $1200.

——THE REV. DR. U. JESSE KNISELY, formerly a school superintendent, and well known to many Ohio teachers, died at New Philadelphia, May 19.

——R. FRENCH, a teacher of music in the Public Schools of Mt. Vernon, Ohio, has been elected to a like position in Taunton, Mass., at a salary of $900.

——THE HON. J. J. BURNS was announced to deliver the annual address to the graduating class of the Hamilton, O., High School, on the 14th of June.

——DR. J. H. WICHERN, the founder of the celebrated "Rauhe Haus" near Hamburg, in 1833, died some time ago. He was born at Hamburg, in 1808.

——JEROME ALLEN, President of the New-York Teachers' Association, has sent us an elaborate program of the Thirty-sixth Anniversary of the Association.

——MAGGIE UMSTEAD was elected May 27, Principal of the new school building at Salem, at a salary of $750. She has taught in Salem about fifteen years.

——G. W. MCGINNIS, for the last three years Superintendent of the Public Schools of Columbiana, has been elected to a like position in West Salem.

——J. H. PHILLIPS has been re-elected Principal of the Gallipolis High School. Salary $700. His assistant will continue to be Rowena P. Cooke, whose salary is $600.

——O. V. Tousley, Superintendent of the Minneapolis Public Schools, has been recommended by the Minnesota delegation to an important European consulship.

——S. B. Donaldson has been elected successor of M. Gans, as Superintendent of the Public Schools of Newcastle, Pa. Mr. Gans has had a long period of service there.

——E. J. Edmunds expects to resign his professorship in the Southern University at New Orleans for want of pay. School warrants are selling at only half their face value.

——Judge Enoch G. Dial has been writing a series of vigorous articles on country schools for the *Springfield Republic*. We wish they could be read by every voter in the State.

——C. W. Bennett has institute engagements in the counties of Ross, Preble, Mercer, Darke, and Seneca. He is this year one of the Ohio-Wesleyan-University examiners.

——L. D. Brown has been re-elected Superintendent of the Hamilton Public Schools, for two years at $1750 per annum; an increase in both the salary and the length of the term.

——Paul Hamilton Wallace has been unanimously re-elected Superintendent of the Public Schools of Canal Dover. Salary $1100 including perquisites [whatever these may be].

——Andrew Johnson, S. D. Lisle, S. H. Tidball, and Amos Luke, received three years' certificates from the Holmes-County Board of Examiners, at the examination held April 28.

——P. W. Search has been re-elected Superintendent of the Public Schools of West Liberty for two years, with leave of absence one year in Europe, leaving his own assistant. Salary $1200.

——Moses Coit Tyler, for the last fourteen years Professor of English Literature at Michigan University, has accepted the Chair of American History at Cornell University, at an increased salary.

——Alexander Jacob Schem, one of the authors of the Cyclopædia of Education, and formerly one of the Assistant Superintendents of the Public Schools of the city of New York, died May 24.

——Joseph Stottler, Superintendent of the Public Schools of Senecaville, resigned about two months ago to take a position at Scio College, formerly, if not still, called the One-Study University.

——Dr. H. A. Thompson, President of the Otterbein University, is a delegate to the Methodist Ecumenical Council that is to meet in London, Sep't. 7. He expects to attend and visit the continent also.

——H. L. Peck was re-elected, May 13, Superintendent of the Public Schools of Garrettsville, at a salary of $1000, an increase of $100. Mr. Peck has already held his position at Garrettsville five years.

——T. J. Sanders, who has been for three years Principal of the Edon Public Schools, has been unanimously elected Principal of the Public Schools of West Unity. Salary $75 a month for nine months.

——H. T. Sudduth, Superintendent of the Public Schools of Cortland,

Ohio, has been elected to a Professorship in South Kentucky College at a salary greater than any he has heretofore received as a teacher.

——Dr. John Hancock, was, June 2, re-elected Superintendent of the Dayton Public Schools. Salary $3000. His election was for two years. We are glad to see Dayton adopting the plan of electing for two years.

——T. W. Newlin has been elected Superintendent of the Public Schools of McKeesport, Pa. This place has just reached a population that, by Pennsylvania law, is required to allow the election of a Superintendent.

——J: C. Hervey, Superintendent of the Public Schools of Wheeling, W. Va., died a month or two ago. He graduated at Washington-Jefferson College, in the same class with James G. Blaine with whom he divided the honors of the class.

——Charles Fillius, formerly Superintendent of the Public Schools of Canfield, now a lawyer in Cuyahoga Falls, was married in May to Mary T. Tuttle, daughter of the Hon. Geo. M. Tuttle, of Warren. President B. A. Hinsdale was one of the wedding guests.

——W: Richardson, Superintendent of the Public Schools of Chillicothe says, that "corporal punishment is hardly known in the schools except a case now and then where 'heroic treatment' is the *dernier ressort.*" See the last Chillicothe School Report, p. 23.

——H: S. Doggett was, June 3, re-elected Superintendent of the Public Schools of Hillsboro for three years, and salary increased from $1350 to $1500. This is the first time in the history of the schools that the Superintendent has been elected for a longer time than one year.

——J. H. Hoose has been elected Superintendent of the Public Schools of Binghamton, N. Y. He has not yet resigned the Principalship of the Cortland Normal School. It will be some time before his status in reference to that school shall be finally decided by the court of last resort.

——W. M. Griswold, A. B. (Harvard) proposes to publish a monthly journal (beginning with July,) devoted to the interests of university graduates. It will chronicle the appointment, promotion, and removal of instructors, changes in courses of study, bequests, etc., and will reprint the comments on college affairs of the leading journals.

——Abram Brown, years ago Principal of the Columbus High School, is now a resident of Boston, representing there Clark and Maynard. The Ohio friends of Mr. Brown and his wife, formerly Miss Gray, a popular teacher in Columbus, sympathize with them in the loss of two of their three children. These children, aged 11 and 4, died on successive days of diphtheria.

——P. W. Search, Superintendent of the Public Schools of West Liberty, Ohio, has arranged for a series of well-planned excursions, for the month of July, down the St. Lawrence to Montreal, Quebec, Saguenay River, White Mountains, and other interesting points. Each section is limited in number. Rev. L. I. Drake, D. D., and Rev. E. K. Bell, A. M., will be with the parties as Conductors. Each division is also to have a

lady manager. For full particulars, guide books, etc., address the Manager.

BOOK NOTICES.

BINGHAM'S ELEMENTARY ENGLISH GRAMMAR. An Introduction to Bingham's English Grammar. By G. W. Greene, Principal of Moravian Falls Academy, Wilkes Co., N. C. Philadelphia: T. H. Butler & Co. 1881. Pages 63. List price 25 cts.

This is a neat little book. It differs from most modern English grammars in having no possessive and objective case. The cases used are the *nominative, genitive, dative, accusative,* and *vocative.* The work is brought into a small compass by the omission of inflections. For instance, no mood is given but the indicative.

WOOD-WORKING TOOLS: How to use them. A Manual. Boston: Ginn and Heath for the Industrial School Association. 1881. Pages 102.

The motto selected for this book is from the Talmud. It is "When a man teaches his son no trade, it is as if he taught him highway robbery." The illustrations are numerous, and the subjects treated of in the fourteen chapters are Striking, Splitting, Cutting, Planing, Sharpening, Adjusting the Plane-iron, Marking and Lining, Scoring and Paring, Sawing, Reducing Warped to Plane Surfaces, Producing Plane Surfaces that are Square with each other, Boring, Joinery, and Finishing.

COMPARATIVE GEOGRAPHY. By Carl Ritter, Late Professor of Geography in the University of Berlin. Translated for the Use of Schools and Colleges by William L. Gage. Van Antwerp, Bragg & Co. 12 mo. Pages 220. Price $1.00.

GEOGRAPHICAL STUDIES. By the late Professor Carl Ritter, of Berlin. Translated from the original German, by William Leonhard Gage. Van Antwerp, Bragg & Co. Cincinnati and New York. 12 mo. Pages 356. Price $1.00.

It would be useless to commend these works to students of Physical Geography who know the reputation of the author as an expounder of geography as a science. The first book named contains an elaborate introduction of twenty pages in fine print, and the second a twenty-page sketch of the life of Ritter by the translator, and also a nearly-equally extended account of Ritter's geographical labors by Dr. H. Bögehamp. The books are neatly bound and are certainly very cheap.

A PRIMER OF MEMORY GEMS. Sayings, Mottoes, Proverbs, Wisdom, and Delicate Sentiment in the most Choice Language, for Schools and the General Reader. By Geo. W. Hoss. Published by the author at Topeka, Kansas. Price 10 cts. or $1.00 a dozen postpaid. 1881. 24 mo. Pages 32.

The title of this primer is self-explanatory. It is in the line of the literary or memory-gems now sweeping over our schools.

ECLECTIC FIVE-CENT WRITING TABLET. Van Antwerp, Bragg & Co. Cincinnati and New York.

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FIRST PRINCIPLES OF ALGEBRA. An Introduction to the Author's Complete or University Algebra. By Edward Olney. Pages 242. Bound in half leather, cloth sides, introductory price 66 cts., exchange 50 cts.

All these books bear date, 1881, and are published by Sheldon & Co., 8, Murray Street, New York, N. Y. They are the first five books of a new series of mathematics by Professor Olney. Other books are to follow, which will be noticed as soon as they appear. Although Prof. Olney's series of mathematical works has been before the public for ten years and received many testimonials of excellence yet the author and publishers have felt that it was possible to retain in these books all their best features, and in addition to adapt them more perfectly to the special wants of the classes for which they are intended. A criticism has been brought against Prof. Olney's works that although they were scholarly and well suited to the best classes, they lacked adaptation to the mass of learners. It has been the purpose of the publishers, the author, and the practical teachers associated with him in this revision, to fit the books to the wants of the great mass of pupils. The books appear in excellent style. For the many peculiar characteristics of the books we refer to the books themselves.

A SHORT HISTORY OF EDUCATION: being a reprint of the article Education, from the ninth edition of the *Encyclopædia Britannica*. Edited with an Introduction, Bibliography, Notes and References. By W. H. Payne, A. M. Syracuse, N. Y.: C. W. Bardeen. 1881. Pages 105. Price 50 cts.

This is a convenient little work for those studying systems and theories of education. The article contains sketches of Sturm, Ratke, Comenius, Montaigne, Locke, Milton, Francke, Rousseau, Basedow, Salzmann, Pestalozzi, Jean Paul, Jacotot, Bell, Lancaster, Herbert Spencer, and Alexander Bain. Prof. Payne has added a list of 100 educational works, with description and prices.

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EDUCATION IN CINCINNATI.

BY HENRY A. FORD.

[The following is extracted from a History of Cincinnati. The advance sheets of the chapter on Education were kindly furnished us by Mr. Ford with manuscript corrections and additions. We give only the first part of the chapter.—EDITOR.]

The first school in Cincinnati, as local tradition goes, was opened in 1792, with thirty pupils. It was probably kept in the little log school-house which stood for a number of years below the hill, about at the intersection of Congress and Lawrence streets. Possibly this is the same building mentioned somewhat mistakenly by one of the writers as standing in the early time on the river bank, near Main street, upon ground now covered by the public landing. It will be observed that neither of these locations was very far from the fort, and the former was quite near it, so it is thought that the site (or sites) were determined not only by the convenience of the population, but also by the safety of the children against Indian attack. Judge Burnet also mentions among his reminiscences of 1795, that, "on the north side of Fourth street, opposite where St. Paul's church now stands, there stood a frame school-house, enclosed but unfinished, in which the children of the village were instructed." This was, of course, upon the pub-

lic square, where the Lancasterian seminary and the public college afterwards stood. In the neighborhood of the old Cincinnati, there was very early a school-house at Columbia, which shall receive notice in due time; and Mr. E. D. Mansfield names a log school-house which stood in 1811 opposite the present site of the house of refuge, and in which he attended school. He was victor in a spelling-match at the close of the first quarter, after which the pupils were formed in line by the schoolmaster, marched to the neighboring tavern, and treated to "cherry bounce," which made some of their little heads reel.

The germ of anything like a parochial or denominational school in the Cincinnati region appeared in April, 1794, in a resolution of the Presbytery of Transylvania, within whose jurisdiction the first Presbyterian church of Cincinnati then was, "to appoint a grammar school for students whose genius and disposition promise usefulness in life." Persons from each congregation in the presbytery were appointed—Moses Miller for Cincinnati and Samuel Sarran (or Sering), for Columbia—to collect from every head of a family not less than two shillings and threepence, for a fund with which the tuition of children of indigent parents was to be paid. We hear nothing more of this scheme; but if it had been consummated, the "grammar school" would in all probability have been located in this place.

In March, 1800, a superior opportunity was afforded to the boys of the Miami country in a classical school then opened at Newport by one Robert Stubbs, Philom., as he delighted to write himself, where, besides the ordinary branches, were taught the dead languages, geometry, plane surveying, navigation, astronomy, mensuration, logic, rhetoric, book-keeping, etc.—a truly-surprising curriculum for that time and place. The price of tuition in elementary branches was eight dollars a year, in the higher branches one pound per term, or two dollars and sixty-seven cents a quarter.

In the first number of the "Liberty Hall" newspaper, of date December 4, 1804, Sarah and Mary Ann Brown advertise that they will continue their school on Sycamore street, near the Recorder's office; where young ladies will be taught reading, writing, arithmetic, sewing, embroidering, and drawing. "Terms two dollars a quarter, for reading, writing, and sewing; the other branches at a very reasonable advance." They

also can accommodate a few boarders, for which produce will be received at market prices. Furthermore, "fine sewing work will be received and promptly attended to."

In 1811 Mr. Oliver C. B. Stewart announced himself in Cincinnati as teacher of a Latin and English school.

In this year a day and night school was advertised here by Mr. James White. About the same time Edward Hannagan kept a school in Fort Washington, of which the late Major Daniel Gano was a pupil.

The first school for young ladies in Cincinnati was thus advertised in the *Western Spy and Hamilton Gazette* for July, 1802

Mrs. Williams begs leave to inform the inhabitants of Cincinnati that she intends opening a school in the house of Mr. Newman, saddler, for young ladies, on the following terms: Reading, 250 cents; reading and sewing, $3; reading, sewing, and writing, 350 cents per quarter.

The first boarding-school between the Miamis was kept in 1805 by an old couple named Carpenter, in a single-roomed log cabin, only fifteen feet square, on the property of Colonel Sedam, in what is now Sedamsville. Major Gano was also a pupil at this school.

The Hon. S. S. L'Hommedieu, whose Pioneer Address is often referred to and upon in the progress of this work, furnishes the following pleasant recollections of the Cincinnati schools of that early day:

To show the advance made since 1830 in our common schools, it may be stated that in 1830 the average number of teachers required was twenty-two, at a cost of five thousand one hundred and ninety dollars per annum; in 1872, five hundred and ten teachers, at a cost of four hundred and nineteen thousand seven hundred and thirteen dollars per annum.

In the years 1810, 1811, and 1812, I recollect of but three or four small schools. A Mr. Thomas H. Wright kept one in the second story of a frame building on the southwest corner of Main and Sixth streets. The stairs to the school-room were on the outside of the house, on Sixth street. John Hilton had his school on the east side of Main, between Fifth and Sixth streets, over a cabinet-maker's shop; David Cathcart, on the west side of Walnut, near Fourth street. The scholars at each school probably averaged about forty.

There was a custom in those early days, when the boys wanted a holiday, to join in "barring out" the schoolmaster. Providing themselves with some provisions, they would take the opportunity, when the schoolmaster was out at noon, to fasten the windows, and bolt and doubly secure the door, so as to prevent Mr. Schoolmaster from obtaining entrance.

In the years 1811 and 1812, my father lived nearly opposite the school of Mr. Wright, and I remember, on one occasion, to have seen him on his stairs, fretting, scolding, threatening the boys, and demanding en-

trance; but to no purpose, except on their terms—namely, a day's holiday and a treat to apples, cider, and ginger-cakes. There are, probably, those present who attended this school.

There was still another custom among Western school-boys in the early days of Cincinnati. At that time every one who came from east of the mountains was called a Yankee, whether from Maryland or New England. The first appearance of the Yankee boy at school, and during intermission, was the time for the Yankee to be whipped out of him. When I first witnessed this operation, I was too small to be whipped; but my elder brothers caught it. Not long afterwards I helped to whip the Yankee out of the Hon. Caleb B. Smith and his brothers, who came from Boston.

LANCASTERIAN SCHOOL.

The intelligent men of Cincinnati were among the first to see and understand the advantages of the improved system of education introduced by Lancaster and Bell, of England, and which soon found its way to this country. The Rev. Dr. Wilson and Dr. Daniel Drake became the founders of the Lancasterian school in Cincinnati, and obtained the use of the school lots on Fourth and Walnut streets upon which to erect a suitable building. It was erected in 1814, substantially upon a plan prepared by Mr. Isaac Stagg—a rather extensive two-story brick building, with two oblong wings, stretching eighty-eight feet back from Fourth street. They were connected by an apartment for staircases, eighteen by thirty feet, out of which sprang a dome-shaped peristyle by way of observatory. The front of this middle apartment was decorated with a colonnade, forming a handsome portico thirty feet long and twelve deep, the front of each side being ornamented with a pediment and Corinthian cornices. The aspect of the building is described as light and airy, and would have been elegant, had the doors been wider and the pediments longer, and the building divested of disfiguring chimneys. As it was, it was considered the finest public edifice at that time west of the Alleghanies. One wing was for male and one for female children; and between the two there was no passage except by the portico. The recitation- and study-rooms in the lower story had sittings for nine hundred children, and the whole for fourteen hundred. Each upper story, in the plan, was to have three apartments—two in the ends, each thirty feet square; and one in the centre twenty-five feet square, with a skylight and the appurtenances of a philosophical hall.

This was really a very respectable institution of learning, for the first on the larger scale in Cincinnati. It was destined

to a short-lived career, however, as a Lancasterian school; for by the time the building and school were well under way the ambition of its projectors had grown, and Lancaster's scheme was altogether too narrow to meet them. In 1815 the institution was chartered as a college, with the powers of a university, and its history thenceforth is that of Cincinnati college, to come later in this chapter.

In 1817 the city was visited by an observant Englishman, Mr. Henry Bradshaw Fearon, who gave education in Cincinnati the following notice in his Sketches of America:

The school-house, when the whole plan is completed, will be a fine and extensive structure. In the first apartment, on the ground floor, the Lancasterian plan is already in successful operation. I counted one hundred and fifty scholars, among whom were children of the most respectable persons in the town, or, to use an American phrase, "of the first standing." This school-house is, like most establishments in this country, a joint-stock concern. The terms of education, in the Lancasterian department, are to shareholders eleven shillings and threepence per quarter, others thirteen shillings and sixpence. There are in the same building three other departments (not Lancasterian); two for instruction in history, geography, and the classics, and the superior department of teaching languages. Males and females are taught in the same room, but sit on opposite sides. The terms for the historical, etc., department are, to shareholders, twenty-two shillings and sixpence per quarter; others twenty-seven shillings. There were present twenty-one males and nineteen females. In the department of languages the charge is, to shareholders, thirty-six shillings per quarter; others, forty-five shillings. Teachers are paid a yearly salary by the company. These men are, I believe, New Englanders, as are the schoolmasters in the western country generally.

I also visited a poor, half-starved, civil schoolmaster. He has two miserable rooms, for which he pays twenty-two shillings and sixpence a month; the number of scholars, both male and female, is twenty-eight; terms for all branches thirteen shillings and sixpence per quarter. He complains of great difficulty in getting paid, and also of the untamable insubordination of his scholars. The superintendent of the Lancasterian school informs me that they could not attempt to put in practice the greater part of the punishments as directed by the founder of that system.

"A View of the United States of America," published in London in 1820, as an emigrants' directory, after an appreciative notice of the public buildings of this city, and especially the churches, says:

But the building in Cincinnati that most deserves the attention of strangers, and which on review must excite the best feelings of human nature, is the Lancaster school-house. This edifice consists of two wings, one of

which is appropriated to boys, the other to girls. In less than two weeks after the school was opened upwards of four hundred children were admitted, several of them belonging to some of the most respectable families in the town. The building will accommodate one thousand one hundred scholars. To the honor of the inhabitants of Cincinnati, upwards of twelve thousand dollars were subscribed by them towards defraying the expenses of this benevolent undertaking. Amongst the many objects that must arrest the attention and claim the admiration of he traveller, there is none that can deserve his regard more than this praiseworthy institution.

The winter of 1818-19 was prolific in educational projects for Cincinnati. The previous year John Kidd had made his bequest of one thousand dollars per year, for the education of poor children, which began to be productive in 1819. Among the charters granted by the Legislature in the winter named, was one for the Cincinnati college, and one for the Medical college of Ohio, to be also located in Cincinnati. Eight years afterwards, the charter for the Woodward free grammar school of Cincinnati was obtained.

In 1823, Dr. John Locke established the Cincinnati female academy, which was a school of high class and became very popular. Some years after this, much attention was attracted to the subject of female education by the lectures of Fanny Wright upon the subject, who also awakened the attention of a different class of the community by her diatribes against marriage. Her intimate friend, Mrs. Trollope, gave Dr. Locke's school the following notice in her book on the Domestic Manners of the Americans:

> Cincinnati contains many schools, but of their rank or merit I had little opportunity of judging. The only one I visited was kept by Dr. Locke, a gentleman who appears to have liberal and enlarged opinions on the subject of female education. . . . I attended the annual public exhibition of this school, and perceived, with some surprise, that the higher branches of science were among the studies of the pretty creatures I saw assembled there. One lovely girl of sixteen *took her degree* in mathematics, and another was examined in moral philosophy. They blushed so sweetly, and looked so beautifully puzzled and confounded, that it might have been difficult for an abler judge than I was to decide how far they merited the diploma they received.

In 1826. Dr. Locke's school was located in a new brick building on Walnut street, between Third and Fourth. Besides the principal, there were teachers of French, music, painting, and needle-work, and an assistant in the preparatory department. The methods of instruction were on the plan of Pestalozzi,

and the following cautionary remark was thrown out: "The idea entertained by some persons, that the system of Pestalozzi tends to infidelity, would seem to be unfounded: abstractly it appears to have no immediate connection with the doctrines of the Bible." An honorary degree was granted after four years' study. Tuition was four to ten dollars a quarter, exclusive of French and music. Twelve gentlemen had been secured as a board of visitors, to examine the pupils, and supervise the interests of the academy. It was noted that, of several hundred pupils, who had attended the school to that time, not one had died, and but few were afflicted with disease.

At this time the leading schools of Cincinnati, besides this, were the Medical college of Ohio, the Cincinnati college, the Misses Bailey's boarding-school, the Cincinnati Female college, Rev. C. B. McKee's classical academy, the private schools of Kinmont, Cathcart, Winright, Talbot, Chute, Morecraft, Wing, and others, in all about fifty. The Cincinnati Female school was kept by Albert and John W. Picket, from the State of New York, and authors of the series of "American School Classbooks," which followed the analytic or inductive system. Their school occupied a suite of rooms in the south wing of the college building, where the ordinary branches, together with Latin, Greek, French, music, dancing, etc., were taught. Both were men of note, but Albert became the more celebrated. Hon. E. D. Mansfield, in his Memoir of Dr. Drake, pays the following tribute to his memory:

Albert Picket, president of the college of Teachers, was a venerable, gray-haired man, who had been for fifty years a practical teacher. He had many years kept a select school or academy in New York, in which, I gathered from his conversation, many of the most eminent literary men of New York had received their early education. He removed to Cincinnati a few years before the period of which I speak, and established a select school for young ladies. He was a most thorough teacher, and a man of clear head, and filled with zeal and devotion for the profession of teaching. He was a simple-minded man, and I can say of him that I never knew a man of more pure, disinterested zeal in the cause of education. He presided in the college with great dignity, and in all the petty controversies which arose poured oil on the troubled waters.

Mr. Mansfield also gives generous eulogy to another educational worthy of that era:

Alexander Kinmont might be called an apostle of classical learning. If others considered the classics necessary to an education, he thought them the one thing needful, the pillar and foundation of solid learning. For

this he contended with the zeal of martyrs for their creed; and if ever the classics received aid from the manner in which they were handled, they received it from him. He was familiar with every passage of the great Greek and Roman authors, and eloquent in their praise. When he spoke upon the subject of classical learning, he seemed to be animated with the spirit of a mother defending her child. He spoke with heart-warm fervor, and seemed to throw the wings of his strong intellect around his subject.

Mr. Kinmont was a Scotchman, born near Montrose, Angusshire. He very early evinced bright talents, and having but one arm, at about twelve years of age was providentially compelled to pursue the real bent of his taste and genius toward learning. In school and college he bore off the first prizes, and advanced with rapid steps in the career of knowledge. At the University of Edinburgh, which he had entered while yet young, he became tainted with the skepticism then very prevalent. Removing soon after to America, he became principal of the Bedford Academy, where he shone as a superior teacher. There also he emerged from the gloom and darkness of skepticism to the faith and fervor of the "New Church," as the church founded on the doctrines of Swedenborg is called. His vivid imagination was well adapted to receive their doctrines, and he adopted and advocated them with all the fervor of his nature.

In 1827 he removed to Cincinnati, and established a select academy for the instruction of boys in mathematical and classical learning. The motto which he adopted was "*Sit gloriæ Dei, et utilitate hominum*"—a motto which does honor to both his head and heart. . . In 1837-38 he delivered a course of lectures on the "Natural History of Man," which was published as a posthumous work; for in the midst of its labor of preparation he died.

Kinmont made a profound impression upon those who knew him, and to me he had the air and character of a man of superior genius, and what is very rare, of one whose learning was equal to his genius.

The Rev. Mr. McKee's classical school was on Third street, near the post-office. In the north wing of the college building was the school of the Rev. Mr. Slack, which was distinguished by a collection of valuable apparatus and courses of lectures on various branches of study. Sometime in the twenties, also, Mrs. Ryland, an English lady of much culture, established a girls' school in the city, and maintained it very successfully until near 1855.

In 1829 Mr. L. C. Levin had a private school on the corner of Sixth and Vine streets—very likely in the same house where Mr. Wing had taught—the site where the splendid Gazette Building now stands. Mr. Levin's pupils were out in the parade of the Fourth of July of that year, with the fire department and other city organizations. In the historical

number of the *Daily Gazette*, published April 26, 1879, upon the occasion of the removal of its establishment to the new building, the following pleasant notice of the educational associations of the site was made:

The very first building on this lot was a school-house, built more than fifty years ago. There are many men and women in Cincinnati who have vivid recollections of Wing's school-house, which stood on the southeast corner of Sixth and Vine. It was a frame building, a high story or story and a half. The entrance was on Sixth street, and the floor was constructed like that of a theatre, rising from the south end of the building to the north. The teacher occupied a sort of stage at the south end, and by this arrangement had before his eyes every pupil. The boys occupied the east side, and the girls the west side, next to Vine street. William Wing was the founder and builder of this school. He died soon after this school was opened, and then Edward Wing, his son, took up the work and kept the school going for a long time. The house being well adapted to giving shows, or exhibitions, as they were called, Mr. Wing frequently gave that sort of amusement to his pupils and patrons. At one of these, Mr. W. P. Hulbert, then a mere lad, played the part of William Tell's son, to the late S. S. L'Hommedieu's William Tell, in the thrilling drama which introduces the exciting scene of shooting the apple off the boy's head. To the unerring aim of Master L'Hommedieu's arrow, and to the heroic bravery of Master Hulbert, who endured the ordeal without putting himself in range of the arrow, are we, perhaps, indebted for the present Gazette Building.

This pioneer Wing school-house became one of the first school-houses of the public or common-school system. George Graham, a man who carried more knowledge of Cincinnati in his head than any man living, was one of the trustees of the common schools, and he rented this school building for the use of the Second-Ward school. Here Mr. Graham appeared frequently as an examiner, for he was an active man in those days, and knew how necessary it was to inaugurate strict discipline. The common schools were new, and were not popular. The name "common" was distasteful. Mr. Graham personally examined every pupil in the schools. He popularized the system by causing all the teachers and pupils to appear, once a year at least, in procession through the streets, and soon had the pleasure of seeing the common-school system regarded as one of the institutions deserving the highest esteem.

The following Academies are enumerated in the Cincinnati Directory for 1831, the first year of the last half century of the city's existence: Academy of Medicine, Longworth, near Race; Dr. Locke's Female Academy, Walnut, between Third and Fourth; A. Treusdell's, same neighborhood; Pickets', corner Walnut and Fourth; Kinmont's, Race, between Fifth and Longworth; McKee's, College edifice; Nixon's Logierian Musical, corner Main and Fourth; Findley's Classical, College

edifice, Nash's Musical, Fifth, between Main and Sycamore.

Musical education already, it seems, had secured a firm lodgment here. We shall deal with it at some length in our chapter on Music in Cincinnati.

Some of the above-named schools, and two or three schools not enumerated, had already received an appreciative notice from Caleb Atwater, who took this place in his tour of travel in 1829. He says in his book:

> Great attention is bestowed on the education of children and youth here—and the Cincinnati College, the Medical College of Ohio, the Messrs. Pickets' Female Academy, and the four public schools, one under Mr. Holley, Mr. Hammond's school, and forty others, deserve the high reputation they enjoy. There is, too, a branch, a medical one, of the college at Oxford here located, and conducted by gentlemen of genius, learning and science—whose reputation stands high with the public.

The year 1833 was a notable period in the history of education in Cincinnati. About this time the College of Teachers was founded, to which a full notice will be due presently. About the same year a popular female seminary was kept on Third street, east of Broadway, by the celebrated novelist, Mrs. Caroline Lee Hentz, and her husband, a French gentleman of some culture and ability. At this time was also maintained here the celebrated young ladies' school of Miss Catharine Beecher, who had recently been principal of a successful seminary in Hartford, Connecticut, but had come west with or soon after her father, and established this school with her sister Harriet, afterwards Mrs. Stowe. Their Female Academy was on the subsequent site of St. John's Hospital, and was on a plan quite similar to that of later institutions of the kind. After a few years' teaching here they retired—one to marry Professor Stowe, and the other to become a missionary for female education for the west. The school was then placed in charge of Miss Mary Dutton, who had been an assistant of Miss Beecher at Hartford, and then here. She had after a time to give up the building for other purposes, and thought best to abandon the school. She went to New Hampshire, and there maintained a flourishing school for many years.

Another distinguished personage comes to the front in 1836, in the simple mention, in the Directory of that year, of "O. M. Mitchel's Institute of Science and Languages, corner of Broadway and Third." The distinguished astronomer, orator, and soldier was making his humble beginnings then.

OUR PUBLIC SCHOOLS.

Say what one flippantly may of any other social interests whatever, there is no business more important to the country than the management of the public-school system. It involves the expenditure of many millions of dollars. It occupies the time and usurps, and, in most cases, exhausts the opportunities for development of whole generations of our people. It determines, therefore, in large measure, the future of these generations.

But while its intrinsic importance is generally acknowledged, its relations to the urgent calls of everyday life are not such as to force its claims so constantly on the attention of the community. Almost utter inefficiency may characterize parts of its management for years, and since the consequences do not directly and forcibly affect the price of bread or the stringency of the money market, little alarm is occasioned, and few voices are heard in expostulation or warning. In many cases the settled indifference of the community works advantage to individuals, and the most needed changes are resisted on some specious plea.

Of a business so situated the State has assumed the entire control, and the State has a habit of waiting on subjects that can sleep, until the pressure for reform is urgent and persistent, before it feels called upon to act. The prayers of a few who feel their hands tied by the presence of a State system, and who but for this system would gladly give their children better advantages, are utterly unheeded in deference to that very class whose indifference to education has forced the State to assume control of the education of all of our youth, and which class it is assumed by this usurpation of the business, are never to be sufficiently interested in it to move.

Hence it has invariably happened that needed improvements in educational systems have resulted from earnest efforts, long persisted in, of a few individuals whose attention has been fixed on the subject. This was true of the early educational revival in our own State. SAMUEL LEWIS, SAMUEL GALLOWAY, LORIN ANDREWS, and a few other educational workers, together with a few leading legislators, worked against indifference and opposition, until the Cities of Ohio were given a system offering all the elements of success to such communities as will see to it that proper persons are elected to control it. It furnishes the requisite variety from which to select men capable,

through education and experience, of properly selecting teachers, and of giving them proper support in their work. It provides abundant scope for the experience and skill which the business of teaching develops in a few leading teachers, to make itself felt, through its system of supervision, in every department and interest of these schools.

Meanwhile there has long been a feeling among those who have come closely in contact with our country schools that the advancing demands of the age are not met in them, and that they cannot be met in them without the application of some instrumentalities such as have been found necessary and effective in several other States. While it is acknowledged that many of these schools do good work, there is no effective means for rendering good such schools as fall under adverse or deadening influences.

The very organization of the single district is based on the violent presumption that every last man in each community is possessed of all the qualities necessary to render him a good director of our schools. No other business would dare to risk its interests to the operation of such a theory. Add to this the double system of management in each Township, which necessitates that any improvement in the schools must be argued to two bodies of men constituted of elements often sustaining antagonistic relations to each other and different relations to progress, and nothing is wanting to render improvement in the schools absolutely impossible, except to leave these schools, which need it more than any others, wholly without the supervision of anyone whose duty it is to argue any questions of management or improvement, and which orphaned condition the State has also bequeathed to those schools.—*Toledo Blade.*

SCHOOLS IN OLD ROME.

BY R. F. LEIGHTON, PH. D.

Very great attention was paid among the old Romans to the study of grammar and of correct modes of expression. In society pure grammar was a subject of fashionable conversation. Crates, the Greek professor, instituted the first course of lectures on the subject. Lucilius, in the ninth book of his Satires, inaugurated the first spelling reform. Dionysius Thraw wrote the first elementary grammar. After the Punic

wars the Greek culture became so fashionable that by many it was preferred to their mother-tongue. Greek was the language of diplomacy, art, science, poetry, and philosophy. At seven years of age the Roman boys studied Greek and Latin grammar together. The sons of centurions went to school at 5 o'clock A. M., with their satchels and counting tables slung over their shoulders, and studied in school-rooms on the ground floor, where they were so well and thoroughly flogged that their howls aroused the neighbors at very unreasonable hours. Martial and other satirists spoke of their cries and blubbering as one of the chief nuisances of the early morning hours—almost as great a pest to late risers as our street cries in fact. The masters were great disciplinarians and esteemed corporal punishment one of the chief means of inducting that precious boon, knowledge, into dull heads. If a boy pronounced a single syllable wrong he was beaten black and blue and his body so covered with weals and welts that it resembled a patchwork coverlet or a coat of many colors. The ancients believed that boys were naturally vicious and required taming. So great a teacher as Plato laid down the axiom that "a boy was the most ferocious of animals." Others, like Quintilian, protested against undue flogging. Pictures found in Herculaneum showed that the English system of flogging was likewise in vogue; also that in some schools, both sexes were taught together, although the education of girls was comparatively neglected. In the higher social circles girls were taught music and dancing and other fashionable branches, as now-a-days. School books were as cheap as with us fifty years ago. A text-book of 700 verses could be had in three separate editions for 80, 30, and even as low as eight cents. Tuition was very cheap, less than a cent a day. The boys had holidays in March and December, and a long vacation in the summer, from June 24, to October 19, a great part of which was spent with their parents at Roman Newports and Coney Islands. At fourteen they were put into high schools, where they studied rhetoric, poetry, and belles-lettres generally, their previous efforts having been confined to reading, writing, and arithmetic, with Greek and Latin grammar and verses. The younger children were taught their letters and numerals by means of small ivory blocks, as at the present day. The pay of a teacher was $30 a year—about 100 times less than that of a ballet-dancer.

CONCERNING AMERICAN HISTORIES.

BY JOSIAH W. LEEDS.

Within the past few years my mind has frequently recurred to certain circumstances in connection with my student-life at a Philadelphia public school; for, it was partly through a sober consideration of the training received there, that a direction was given to my manhood's thoughts, quite different from what might have been anticipated as a result of the drill to which I was subjected in a certain course of study. That this drill was twice as lengthy in my own case as it was in that of the other students of the class, grew out of the fact that I could not consent to tell an untruth. This will need explanation.

It was a requirement, upward of twenty years ago, and it probably is still, that candidates for admission to the High School would not be received in that institution under the age of thirteen years. But, at the age of twelve, having reached the first place at the Grammar School, the Principal of that Institution thought, as I was tall for my years, that I might participate in the examination, and, when interrogated as to my age, let it be understood that I was quite old enough to enter. Without definitely assenting to the latter arrangement, I consented to be examined, thinking that, if the result was satisfactory, the matter of my age would not be insisted upon. In this, however, I was disappointed, for, notwithstanding the good average received, my avowal before the faculty that my years were one short of what the regulation required, resulted in my summary rejection, and return to the Grammar School.

The prospect of having to pass another twelve months in the school, conning over exercises which I already knew, or thought I knew, well enough, was not a pleasant one. Of these exercises, the one which has been most vividly impressed upon my memory, is that of United-States History, and particularly that portion of it selected by our preceptor as possessing the most interest, namely—the wars of our country. In another place I have noted this experience, and will simply copy it here:

"For this purpose [of rehearsing the wars] each boy was furnished by the principal with a memorandum book, and required to transcribe briefly the battles of the Revolution, and of the War of 1812. The review of these notes occurred so frequently, that, while we became very proficient concerning

the battles fought by our forefathers, we remained extremely ignorant of matters pertaining to the Indians (save that they were barbarous savages), the slaves, and other items of intrinsic interest bearing upon our country's welfare. This persistent indoctrination of warlike ideas resulted in producing an intensely-partisan feeling, so that the very name of 'British,' or 'Mexican,' became a hateful sound to our patriotic apprehensions. Indeed, our principal concern appeared to be, to learn how much greater was the battle-loss in killed and wounded on the part of the British, than was that of the Americans. It is not using too forcible an expression to say, that there was begotten in our youthful minds something of the malignant sentiment of murderers."

What eloquent passages were those deemed which detailed the last words of Wolfe and Montcalm as they lay dying on that field of carnage, the "Plains of Abraham;" those, also, which told of fighting sea-captains who, in their death-agonies, heard that victory was theirs, and thus, with joy, could die content; or, of the ejaculation of the profane Ethan Allen when, with his Continentals, he surprised the fortress of Ticonderoga; or, again, of the order given the defenders of Bunker Hill, not to fire until they saw the whites of the enemies' eyes, then to "pour it into them!" Distinctly do I remember, as an odd accompaniment of this teaching, how, in the summer vacation, we were wont to say that the red-topped thistles down in the meadow, were the wicked British and Hessians; and those yellow, repulsive mulleins, ah, yes! they were the Mexicans! Hence (so we played) no more worthy employ could there be for true American lads, than to hew down the deadly foes of our country; and forthwith the resolve would be executed with a great deal of boyish fierceness, and the thistle and mullein tops would be quickly laid low.

Now, it was the retrospect, in later years, of the morally-hurtful course of study which I have depicted, pursued through a twelvemonth additional to the regular course, that brought me to see how pernicious the study of history could be made to the youth. Also, how unlikely it was, whilst this method of teaching continued in vogue, that the vision of the Lord's prophets concerning the substitution of the plowshare and pruning-hook for the sword and the spear, could ever be verified. It was, therefore, only after many days, that I beheld the discipline for good which those irksome months were intended to work out, and it is with gratitude that I may now

record my thankfulness, that the fear to tell a falsehood was my preservation.

As confirmatory of what I have said respecting the undue preponderance given to war and its concerns in our histories, let us glance over one of them which is among the least objectionable. This book—including the tables, Declaration of Independence and Constitution—comprises 350 pages. Of that total, 20 pages are given to the wars between the English and French colonies; 50 to the Revolutionary War; 10 to the War of 1812; 8 to the war with Mexico; and 42 to the Civil War, making altogether 130 pages devoted to the principal wars alone.

In order to allow space for the details of these wars, we will find that not a few important subjects or events, which might have been dwelt upon with instruction and profit, have, necessarily, been either omitted or unduly curtailed. Thus, going through the book in its regular order, we will notice that the important subjects of the Mound builders and Indians are allowed but 6 pages altogether. The Cliff-Dwellers are not alluded to, though the book bears a date several years subsequent to the government researches on the Rio Mancos. In Massachusetts history, the account of Eliot and the "Praying Indians" is contained in eight lines, whilst the persecution and hanging of the Friends, is given as briefly as it can be referred to in two lines. The account of the colony of Maryland contains no reference to so notable an event as the founding of its metropolis of Baltimore. Again, in the account of New Jersey, whilst that colony was never guilty of the blood of the red men, not a word is said of this exceptionally-pure record of the State, and indeed the Indians are not even mentioned. A similar grave omission is that with respect to the remarkable "Concessions" of the Quaker proprietors, which are also not spoken of. In South-Carolina colonial history, I believe no more instructive passage for study can be found, than the account of the brief but wholesome administration of John Archdale, yet a half-dozen lines is made to suffice therefor. Of the Revolutionary War, whilst its causes are detailed at length, its bad results, moral and material, are summed up in one brief remark that "the resources of the country were exhausted and its energies almost paralyzed." To that signally important period in our country's history, the formation of the Constitution, less than two pages suffice. So

valuable a State paper as Washington's Farewell Address is not mentioned. There is a similar silence as to the joint agreement of England and America to abolish the war fleets on the Great Lakes; the engrossing subject of Internal Improvements; the difficulty between Georgia and the Creeks, by which the latter tribe were so wronged; and the Wilkes Exploring Expedition. Although 42 pages are devoted to the Civil War, yet the consideration of the Emancipation Proclamation and the dire effects of the war, occupy, together, but a single page.

Reflection upon the points I have detailed will, I believe, convince any impartial reader or seeker for the truth, that, (1) the *omissions* of history may give the student a very imperfect conception of the real course of events, and (2) that these omissions are directly due to the fact that matters of inferior moment, and even markedly pernicious in their tendencies—especially the minutiæ of battles—are accorded a prominent place, to the exclusion of that which is intrinsically far more important and elevating.—*The Student.*

A COLLECTION OF QUOTATIONS UPON THE AMENITIES AND TRIBULATIONS OF TEACHING.

Teacher—"And the Lord said unto Moses—Maggie Ford, put down that slate!"

Delightful task! to rear the tender thought,
To teach the young idea how to shoot.—*Thomson's "Spring."*

To sentence a man of genius to the drudgery of the school is to put a race-horse in a mill.—*Colton.*

Taught or untaught the dunce is still the same;
Yet still the wretched master bears the blame.—*Dryden.*

The schoolmaster is apt to be a favorite with the female portion of creation, especially in the rural districts.—*Irving.*

Uneasy lie the heads of all who rule;
The most so his whose kingdom is a school.—*O. W. Holmes.*

I can easier teach twenty what were good to be done than be one of the twenty to follow my own teaching.—*Shakespeare.*

Came the Preceptor, gazing idly round,
Now at the clouds and now at the green grass,
And all absorbed in reveries profound
Of fair Almira in the upper class.—*Longfellow.*

Worried and tormented into monotonous feebleness, the best part of life ground out of him by a mill of boys.—*Dickens.*

She dwells by great Kanawha's side,
In valleys green and cool,
And all her hopes and all her pride
Are in her village school.—*Longfellow.*

If a student convince you that you are wrong and he is right, acknowledge it cheerfully, and—hug him.—*Emerson.*

The twig is so easily bended,
I have banished the rule and the rod;
I have taught them the goodness of knowledge,
They have taught me the goodness of God.—*Charles Dickinson.*

If vexed with a child when instructing it, try to write with your left hand. Remember a child is all left hand.—*I. F. Boyes.*

To rear, to teach,
Becoming as is meet and fit,
A link among the days to knit
The generations each with each.—*Tennyson.*

What comfort some pedagogues might derive from the thought that wise pupils can learn as much from a fool as from a philosopher.—*Vedder.*

Instructors should not only be skilful in those sciences which they teach, but have skill in the method of teaching and patience in the practice.—*Dr. Watts.*

And when the world shall link your names
With gracious lives and manners fine,
The teacher shall assert her claims,
And proudly whisper, "These were mine!"—*Whittier.*

The eminence of their scholars commend the memories of schoolmasters to posterity, who otherwise, in obscurity, had been altogether forgotten.—*Thomas Fuller.*

Pretty were the sight,
If our old halls could change their sex, and flaunt
With prudes for proctors, dowagers for deans,
And sweet girl-graduates in their golden hair.—*Tennyson.*

Enny man who has kept a skool for ten years ought to be made a Major General, and have a penshun for the rest of his nateral days, and a hoss and wagon to do his going around in. —*Josh Billings.*

O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the sight of happy faces;
Love, Hope, and Patience—these must be thy graces,
And in thine own heart let thou first keep school.—*Coleridge.*

One half of the children cried in chorus, "Yes, sir!" Upon which the other half, seeing in the gentleman's face that yes was wrong, cried out in chorus "No sir!" as the custom is in these examinations.—*Dickens.*

And while a paltry stipend earning,
He sows the richest seeds of learning;
No joys, alas! his toil beguile,
His mind lies fallow all the while.

Still to be pinioned down to teach
The Syntax and the Parts of Speech,
Or deal out authors by retail,
Like penny pots of Oxford ale;
O 'tis a service irksome more
Than tugging at the slavish oar.—*Robert Lloyd.*

IN MEMORIAM—JEREMIAH B. BROWN.

The subject of this notice died at the home of George W. Price in Noble County, Thursday, April 28, after a lingering illness with pneumonia, aged 60 years. He left a widow and a family of grown-up children among whom are Probate Judge Brown of Noble Co., and Sup't L. D. Brown of Hamilton, Ohio, Public Schools.

Mr. Brown was clearly identified with the interests of popular education; although not himself a teacher, yet he was in earnest sympathy with that class of laborers and was frequently found among them in their institutes and associations, giving encouragement and wise counsel.

In the education of his own children Mr. Brown was an enthusiast. It seemed to be the great object of his life that his children should grow up intelligent and useful citizens. How far his hopes were realized may appear in the fact that all of his children—three sons and three daughters, became teachers of distinction.

Mr. Brown was one of the many intelligent men, who saw in 1852, the possibilities of the New School law (as it was then called) and zealously labored for its enactment. For more than a dozen years he was a member of the Board of Education of his Township. He was always in favor of good teachers at whatever price he could secure them. He did a great deal toward the popularization of the common-school system, Libraries, school apparatus, modern improvements, every thing calculated to improve the schools, he always advocated.

The writer distinctly remembers in 1868-9 his generous and intelligent aid in attempting to effect some needed reforms in the school of which Mr. Brown was then the leading member of the Board.

Aloof from political or sectarian bias, independent, conscientious, and positive in manner and speech, he was frequently in strong contrast with his associates who sometimes acted upon party or friendship ties in the matter of choosing teachers.

Mr. Brown resided for the last few years, in West Virginia, and was on a visit among his friends in Noble Co., when attacked with the disease which terminated his life.

C. C. DAVIDSON.

THE SCHOOL-BOY.

The poet has sung of the sweet school girl,
With her cheeks of rose, and her teeth of pearl;
Her dreamy eyes and hair acurl,—
Astray from Paradise,—
But not a word of that bubbling joy,
The plague and tease that all hearts annoy
The noisy, round-faced school-boy,
With laughing roguish eyes.

O! the world's gay to this merry elf!
For it only mirrors back himself,
And the hours of his day glide along
Like the music of a joyful song;
For he holds to Nature a quick ear,
And catches her tones so sweet and clear.

The future before him smiling, lies,
With fairer slopes and sunnier skies;
Yet he scorns not the joys of to-day,
And whistles alike at chores or play,
For his heart is running o'er with bliss;
Is not the world and its glories his?

Doughty heroes are as naught to him,
For he is bustling and full of vim;—
But Horatio charms him on the spot;
And he loves his book, or loves it not,
As its flutt'ring pages hold in kind,
Something akin to his boyish mind.

O, school-boy! in your eyes sparkling beams
The hope of the future rising gleams;
And in the palm of your slim brown hand,
Lies the weal or woe of your native land;
For all things you may dare, all things do,
Earth, sea, and sky yield treasures to you.

Girard, Ohio, March, 1881.

MATTIE M'MANIME.

EDITORIAL DEPARTMENT.

——We expect to publish in the September number of the *Monthly* the Proceedings of the Ohio Teachers' Association at Put-in-Bay. The attendance was possibly not more than half that at Chautauqua, but the papers and discussions were excellent. R. W. Stevenson, of Columbus, suggested that we meet next year at the White Sulphur Springs, in the Southeastern part of West Virginia. The exceedingly-low rate of $5 to the Springs and return from Columbus has been offered. The distance via Portsmouth, O., and Ashland, Ky., is about 300 miles. It will cost no more to attend the Association at this great distance than to go to some place in Ohio. The decision as to place and time is left with the Executive Committee.

——We are seldom so well pleased with discussions of language-teachings as we have been with three lectures delivered by Dr. Thos. R. Price, Professor of Greek, in the University of Virginia, before the Normal School of Virginia. These lectures have been published in pamphlet form with the title of "Methods of Language-Teaching as applied to English." Prof. Price makes an able argument in behalf of an earnest study of our grand mother-tongue, and throws out many exceedingly-practical suggestions as to the proper mode of teaching English. He speaks as one having authority because the suggestions made have been the outgrowth of his own experience. We cannot say whether the pamphlet of 42 pages is on sale or not. Inquiry might be made of Dr. Price whose address is the University of Virginia, which is a postal station.

——The literature wave has received an impetus in the issue by Clark and Maynard, of New-York City, a series of English Classics, edited by eminent English scholars. We have before us seventeen of these little books, each containing 32 pages neatly covered with paper, beside one of 94 pages (Book I. of Paradise Lost) bound in flexible cloth. Each volume contains a sketch of the author's life, prefatory and explanatory notes, etc. The notes are extensive, occupying about half of each volume. The following are the titles of these books:—The Prophecy of Dante, (Cantos I. II.) Byron; L'Allegro and Il Penseroso, Milton; Essays—Civil and Moral (selected), Lord Bacon; Prisoner of Chillon, Byron; The Fire Worshippers (Lalla Rookh. Selected from Part I. and II.), Moore; The Deserted Village, Goldsmith; Marmion, (selections from Canto VI.), Scott; The Lay of the Last Minstrel (Introduction and Canto I.), Scott; The Cotter's Saturday Night and Other Poems, Burns; The Village, Crabbe; The Pleasures of Hope (Abridgment of Part I.), Campbell; Essay on Bunyan's Pilgrim's Progress, Macaulay; The Armada, and Other Poems, Macaulay; The Merchant of Venice (Selections from

Acts I., III., IV.), Shakespeare; The Traveller, Goldsmith; The Queen's Wake, Hogg; The Ancient Mariner, Coleridge. Other volumes are in preparation. Price by mail, postpaid, 12 copies for $1.20, 100 for $9.00, 1000 for $80, sample for examination with a view to introduction 10 cts. Sample of Milton 25 cts., or $3.00 a dozen.

——James L. Hughes, author of "Mistakes in Teaching," has given in the *Canada Journal of Education* notes of his visits to the schools of Cincinnati and Cleveland, from which we make the following extracts:—

"John B. Peaslee, Ph. D., Superintendent of the Cincinnati Public Schools, is a man in the prime of life. He is a capital combination of well-balanced physical and mental powers. Physically he combines strength, quickness, and endurance; his prominent mental characteristics are clearness, decision, concentration, and will power. Possessed of these characteristics he naturally directs his attention to one thing at a time. He has on this account been called a *hobbyist*, but no one has ventured to call him a *theorist*. The result which necessarily follows intense and prolonged attention to one subject is gradual enlargement of view and clearness of perception as to its scope and utility, so that Dr. Peaslee's reforms have not been revolutions, but natural growths.

While the schools of Cleveland cannot be said to exhibit any novelties, they have long been known in Europe as well as America to be fully equal to any in the United States. To say this of them heralds their praises moderately. There seems to be no weak spot in the system. This is what one would expect after meeting Superintendent Rickoff, and learning that he had been in charge of the schools for fourteen years. Balance, harmony, growth, are noticeable everywhere. The features that attract the attention of a visitor are:—

1. There are no masters in the schools. I visited one school building where a lady presided over thirty classes, and is in every respect a success.
2. There is no disorder either in the school-rooms, in the yards, or on the streets.
3. There seems to be no direct restraint exercised by the teachers.
4. The spirit manifested by the teachers towards the pupils is perhaps the most characteristic feature of the Cleveland schools. They seem to have caught the true kindergarten spirit of regarding children as beings to be kindly led and judiciously guided instead of driven. They recognize the fact that the wisest way to eradicate evil is to develop the pure and good.

"What is the secret of Mr. Rickoff's power?" I inquired of one of his teachers. "He inspires us," was the answer. No higher praise could be given. Mr. Rickoff is past the meridian of life, but he will never be old. He appears to have retained the instincts and sympathies of childhood in full vigor. His face shines when he speaks to a child, not from a sense of duty, or expediency, but because he cannot help it; not with a view of making the child happy, but because doing so adds to his own happiness. Tenderness is with him a characteristic, not a mere sentiment. Strength and force are elements of his character, which are quite as fully developed as his gentleness. He is the controlling power in the management of the schools, from the primary departments to the senior classes in the High Schools. He is an organizer, and claims that he laid the foundation of the Ohio system of grading, while superintendent of the schools of Cincinnati many years ago."

——Remember that subscriptions to the *Monthly* should begin either with January, April, July, or October. The times and places of holding the summer Institutes have not all been sent in as yet. Send along the information immediately.

EDUCATIONAL INTELLIGENCE.

——The Mansfield Normal College has been incorporated.

——Four pupils graduated, July 1, from the Beverly High School.

——Of the 48 members of the London School Board, 8 are women.

——Nine pupils graduated from the Chillicothe High School, June 16.

——The salaries of the Akron teachers have been generally increased.

——Fourteen students have been studying Arabic at the University of Cincinnati.

——The colored teachers of Ohio will hold a convention at Springfield, Aug. 17, 18.

——Ten pupils, 3 boys and 7 girls, graduated from the Tiffin High School, June 17.

——Twenty-nine young ladies graduated from the Cleveland Normal School, June 21.

——Eight students, 5 gentlemen and 3 ladies, graduated from Purdue University, June 9.

——Eleven pupils, 2 boys and 9 girls, graduated from the Painesville High School, June 22.

——Three pupils, all girls, graduated from the Norwalk High School on the evening of June 22.

——Ten pupils, all girls, graduated from the Newark High School on the evening of June 23.

——Three students, 2 gentlemen and 1 lady, 9th class, graduated from Buchtel College last June.

——Two Choctaw young men attended last year the academy of Trufant and Marsh, Oxford, Ohio.

——Six students, third class, all gentlemen, graduated from the Millersburgh Normal School, June 9.

——Nine pupils, 4 boys and 5 girls, graduated from the Clyde High School, on the evening of June 9.

——Two pupils, both girls, 2d class, graduated from the Attica High School on the evening of June 17.

——Six pupils, 2 boys and 4 girls, graduated from the Medina High School, on the evening of June 17.

——Sixteen pupils, 6 boys and 10 girls, graduated from the Elyria High School on the evening of June 22.

——One day at the next Butler-County Teachers' Institute is to be devoted exclusively to natural science.

——Eleven pupils, 2 boys and 9 girls, graduated from the Lima High School, on the afternoon of June 10.

——Six pupils, 1 boy and 5 girls, 2d class, graduated from the Girard High School on the evening of June 24.

——Ten pupils, class tenth, 5 boys and 5 girls, graduated from the Eaton High School, on the evening of June 9.

——Fourteen pupils, 4 boys and 10 girls, graduated from the Mansfield High School on the evening of June 3.

——Fifteen pupils, 6 boys and 9 girls, graduated from the Portsmouth High School on the evening of June 16.

——Eighteen pupils, 7 boys and 11 girls, graduated from the Akron High School on the afternoon of June 24.

——Seven pupils, 2 boys and 5 girls, 4th class, graduated from the Bellaire High School on the evening of June 10.

——We are indebted to P. W. Search for his little book called "Eight Summer Tours through Picturesque America."

——Thirty-one pupils, 9 boys and 22 girls, graduated from the Springfield High School on the evening of June 17th.

——Seventy-six pupils, 9 boys and 67 girls, graduated from the Columbus High School on the afternoon of June 23.

——Eight pupils, 3 boys and 5 girls, 10th class, graduated from the Defiance High School on the evening of June 23.

——Nine pupils, 2 boys and 7 girls, 5th class, graduated from the Plymouth High School on the evening of June 9.

——Six pupils, 2 boys and 4 girls, 20th class, graduated from the Mt. Vernon High School on the evening of June 23.

——Eight pupils, 2 boys and 6 girls, 7th class, graduated from the Madison High School on the evening of June 23.

——Ten pupils, 2 boys and 8 girls, 23d class, graduated from the Circleville High School on the evening of June 29th.

——All the teachers at Mt. Gilead, except Eva Rankin, who declined a re-appointment, have been unanimously re-elected.

——Seven pupils, 2 boys and 5 girls, 6th class, graduated from the High School of South Charleston, on the evening of May 20.

——Fifteen students, 11 gentlemen and 4 ladies, 42d class, graduated from Muskingum College, on the evening of June 23.

——Sixty-one pupils, 25 boys and 36 girls, graduated from the Cleveland High Schools on the evenings of June 23 and 24.

——We have received the program of the German-American Teachers' Association which meets at Davenport, Iowa, Aug. 2, 3, 4, 5.

——Twelve pupils, 9 boys and 3 girls, the seventh class, graduated from the Wellington High School on the evening of June 17.

——Twenty-one pupils, 2 boys, 17 girls, and 2 Franks, 21st class, graduated from the Ravenna High School on the evening of June 23.

——Eleven pupils 3 boys and 8 girls, graduated from the Youngstown Public High School [Rayen School], on the afternoon of June 21.

——Sixteen pupils, 2 boys and 14 girls, sixteenth class, graduated from the New-Philadelphia High School, on the evening of June 10.

——Seven pupils, all boys, graduated from the Chardon High School on the evening of June 17. Pres. B. A. Hinsdale, of Hiram, delivered the annual address.

——"The Cowley-County (Kansas) Normal" opened at Winfield, July 5, and will close Aug. 26. Our old friend Orlin Phelps, formerly of Indiana, is one of the Instructors.

——The Commencement Exercises of the Lake-Erie Seminary took place on the forenoon of June 23. Mary Evans, Principal, kindly tendered us an invitation to be present.

——No. 6, July-August, of "Education" is out. It contains ten contributed articles besides the editorial articles. The frontispiece is a steel-plate engraving of Francis Wayland.

——Eight pupils, 1 boy and 7 girls, graduated from the Wauseon High School on the evening of June 27th. The class was addressed by J. E. Sater, former Superintendent of the schools.

——Seven pupils, 2 boys and 5 girls, graduated from the Oberlin High School, on the evening of June 10. Two of the girls took the literary course, the remaining pupils the classical course.

——Eight pupils, 4 boys and 4 girls, fourth class, graduated from the Creston (Iowa) High School on the evening of June 24. One boy took for his subject "Black the Heels of your Boots."

——Thirty-three students, 29 gentlemen and 4 ladies, graduated from Wooster University, June 22. Of these 22 gentlemen and 1 lady took the degree of B. A., the rest the degree of Ph. B.

——Nine students, 7 gentlemen and 2 ladies, 67th class, graduated from Ohio University, on the forenoon of June 15. Two gentlemen received the degree of B. A., and the other members of the class that of B. S.

——The Commencement Exercises of Western-Reserve College took place on the forenoon of June 29. Ex-Governor J. D. Cox addressed the Literary Societies, and the Hon. Schuyler Colfax delivered a lecture in the evening.

——The Fourth Annual Social meeting of the Alumni of the Akron High School was held on the evening of June 24. The toasts were mainly poetical and humorous. We reluctantly had to decline an invitation to be present.

——The attendance at the Ohio Wesleyan-University last year, counting all the departments, was 668. This shows that this college ranks next to Oberlin in the number of its students. The number in the collegiate department was 273.

——Twenty pupils, 4 boys and 16 girls, graduated from the Kent High School, on the evening of June 16. Of these, twelve, 2 boys and 10 girls, took the four years' course, the remaining eight, 2 boys and 6 girls, took the three years' course.

——Fourteen pupils, 3 boys and 11 girls, fifteenth class, graduated from the Fremont High School on the evening of June 14. One boy and 1 girl took the Latin and English course, 2 girls the Latin-English course, 1 girl, the English and Partial Latin, and 2 boys and 7 girls, the English course.

——Sixteen pupils, 4 boys and 12 girls, 2d class, graduated from the Richwood High School on the evening of May 7. The first class consist-

ed of 2 boys and 2 girls. The High-School course at Richwood is two years. The pupils, after graduating, are allowed to continue at School and then elect their studies.

——We have received the Catalog of Hiram College for the year ending June, 1881. The Cleveland Herald of June 10, published in a supplement all the exercises of the graduates at the Commencement the day before, and also the Baccalaureate Sermon of Pres. Burke A. Hinsdale delivered on Sunday, June 5.

——Ten pupils, 3 boys and 7 girls, graduated from the High School of Washington C. H., June 21. The exercises of the class took place in the forenoon, the Class-Day Exercises in the afternoon, and the diplomas were presented in the evening after the delivery of the Annual Address before the Class. Only four of the graduates, all girls, took the classical course.

——Sixteen ladies graduated, at the last Commencement, from the Kindergarten of Prof. John Kraus and his wife Madame Maria Kraus-Boelte at 7 East 22d Street, New York City. One of these ladies was from Germany, one from Brazil, one from Boston, and one from Cincinnati. The rest were from the States of New York and New Jersey. Prof. Kraus and his wife are high priests of Frœbelian Kindergartenism in this country. They are to teach again this year at Chautauqua.

——The Northeastern-Ohio Teachers' Association met at Cleveland, June 11. J: C. Kinney's paper on "Primary Reading by the Phono-Syllabic Method" elicited considerable interest. Questions were asked by I. M. Clemens and complimentary remarks made by G. N. Carruthers. Mrs. Edwin Regal's paper on "Requisites in Teaching Rhetoricals" was asked for publication. The next meeting of the Association will be held at Canton, Oct. 8. For some reason not known no program of the June meeting was received by us.

——The enrolment in the Mt. Gilead Public Schools is in consequence of the number of non-resident pupils, greater than the enumeration of school youth. Last year the enrolment was greater than ever before, the percentage of attendance greater, and the classes in the High School larger. It is reported that the Hon. D. F. DeWolf has said of the Mt. Gilead school property, "It is the best preserved and best kept school-house I have seen in all my travels throughout Ohio, and I think that the Mt. Gilead people have the handsomest school grounds in the State. Both are a credit and an honor to the State."

PERSONAL.

——Lizzie Maxey was, June 13, elected Principal of the London High School.

——John R. Davis has been appointed Principal of the Uniontown Schools.

——David Kizer has been elected teacher of the High School at Lawrenceville.

——Miss S. R. Platt has been re-elected Principal of the Tiffin High School.

——Wm. Unger has been elected Superintendent of the Public Schools of Minerva.

——Daniel Stahl has been elected Principal of the Schools at Hanover, Licking Co.

——John Overholtzer has been elected Principal of the Schools of Spring Valley.

——Mr. Myers, of the Grammar School at Shelby, has been elected Superintendent.

——E. B. Cox, of Xenia High School has been elected Superintendent of the Schools.

——Wilbur V. Rood has been re-elected Principal of the Akron High School. Salary $1200.

——W. H. Dressler has been re-elected Superintendent of the Public Schools of Alliance.

——W. H. Weir has been re-elected Principal of the Springfield High School. Salary $1200.

——A. M. Becky has been elected Principal of the Louisville Public Schools. Salary $650.

——Mary B. Arnold has been re-elected teacher in the Springfield High School. Salary $750.

——L. W. Sheppard has been re-elected Principal of the Public Schools of New Holland. Salary $750.

——G: W: Mays, of New Castle, Pa., has been elected Superintendent of the Public Schools of Canfield.

——I. N. Sadler, of Lorain County, has been elected Superintendent of the Public Schools of Leetonia.

——J. H. Scott, of Brighton, Mich., has been elected Superintendent of the Public Schools of Wauseon.

——W. W. Gist, of Willoughby, Ohio, has been elected Professor of Mathematics at Coe College, Iowa.

——W. W. Ross has been re-elected Superintendent of the Public Schools of Fremont. Salary $2000.

——Margaret W. Sutherland has been re-elected Principal of the Mansfield High School. Salary $900.

——J. M. Yarnell has been re-elected Superintendent of the Public Schools of Barnesville. Salary $1100.

——A. B. Stutzman was, June 20, re-elected Superintendent of the Public Schools of Kent. Salary $1100.

——The Hon. T: W. Harvey, of Painesville, has received the honorary degree Ph. D., from Wooster University.

——Prof. Sidney A. Norton, of Columbus, has received the honorary degree of LL. D., from Wooster University.

——Rose L. Gorsline, for several years Principal of the Chillicothe High School, declined a re-election.

——T. J. Mitchell has been unanimously re-elected Superintendent of the Public Schools of Mt. Gilead.

——Wm. Richardson has been re-elected Superintendent of the Public Schools of Chillicothe. Salary $2000.

——W. S. Doak, D. D., has succeeded Leon Trousdale as Superintendent of Public Instruction in Tennessee.

——W. W. W. Jones has succeeded the Hon. S. R. Thompson, as State Superintendent of Instruction in Nebraska.

——Mrs. Zaetman, formerly a teacher in the Ninth Grade in Tiffin, has been elected Assistant in the High School.

——S. J. Finley has been elected Superintendent of the Public Schools of Quaker City, at a salary of $60 a month.

——Mr. Ogee has been elected Superintendent of the Public Schools of Jamestown as successor of William Reece.

——J. W. Bowlus has been re-elected Superintendent of the Public Schools of Genoa, and salary increased $100.

——A. A. Clark has been re-elected Principal of the Fifth Ward Schools in Bellaire, and salary increased $100.

——W. D. Gibson has been elected successor of E. E. Henry as Superintendent of the Public Schools of Coshocton.

——J. H. Phillips, Principal of the Gallipolis High School, is spending his vacation in the mountains of West Virginia.

——Helen E. Brooks, of Scranton, has been re-elected County Superintendent of Lackawanna Co., Pa.; salary $1,500.

——C. F. Dean, Superintendent of the Public Schools of Ironton, has been elected to a like position at Washington C. H.

——W. W. Weaver, of Damascoville Academy, has been elected Superintendent of the Public Schools of Columbiana.

——Ella Scaife, who has been teaching for several years at Wellsville, has been elected one of the teachers in Salineville.

——J. W. Knott has been re-elected Superintendent of the Public Schools of Tiffin. Salary $1500, an increase of $150.

——E. S. Cox has been re-elected Superintendent of the Public Schools of Bellaire, and salary increased from $1300 to $1500.

——Sol Weimer has been re-elected Superintendent of the Navarre Public Schools, and salary increased from $600 to $700.

——John W. Akers, of Linn, Iowa, has received the Republican nomination for State Superintendent of Public Instruction.

——S. S. Ashbaugh has been re-elected Superintendent of the Public Schools of Defiance. He has already served two years.

——C. W. Butler has been re-elected Superintendent of the Public Schools of Bellefontaine, and salary increased to $1200.

——W. M. FRIESNER has been unanimously re-elected Superintendent of the Public Schools of Portsmouth at former salary.

——T. C. RYAN has been re-elected Superintendent of the Public Schools of Beverly. He has already served three years.

——F. G. LEE was, in May, re-elected Superintendent of the Public Schools of Plymouth. He has already served two years.

——J. H. MEANS, of Lebanon, has been elected Superintendent of Springboro Public Schools. Salary $70 per month (for 8 months).

——KATE KUHN, who has for years been a teacher at Salineville, was married a short time ago to Albert Anderson, of Cleveland.

——F. S. FUSON has been re-elected Superintendent of the Public Schools of Mechanicsburgh. He has already served two years.

——JOHN HANCOCK, Superintendent of the Dayton Public Schools, delivered the address to the graduating class at Bellaire, June 10.

——EMMA C. FICKEN, having spent seven years in Lebanon Primary Schools, has retired from school work, and gone to Jericho, L. I.

——D. W. DELAY has been re-elected Superintendent of the Public Schools of South Charleston. He has already served twelve years.

——S. E. SHUTT, Superintendent-elect at Marion, has been engaged for four weeks' Institute work in Livingston Co., N. Y., beginning Aug. 8.

——B. F. MYERS has been re-elected Principal of the Second District in Tiffin. Mr. Myers has already served in this position sixteen years.

——HIRAM SAPP has been re-elected Superintendent of the Public Schools of Wadsworth. Salary $900. He has already served three years.

——THE HON. J. J. BURNS, has been appointed by the State Board of Agriculture, Superintendent of the educational exhibit at the State Fair.

——G. H. FRACKER, formerly of Washington, Ohio, has been elected Professor of Natural Science in South Kentucky College, at Hopkinsville, Ky.

——THE REV. H. M. MCCRACKEN, of the First Presbyterian Church of Toledo, has been elected Chancellor of the Western University at Pittsburg.

——J. S. LOWE has resigned the Superintendency of the Public Schools of Shelby to take charge of the Preparatory School at Bethany College, W. Va.

——G. W. HENRY has been re-elected Assistant Superintendent of the Public Schools of Lew Lisbon. Salary $600. He has already served three years.

——HELEN H. WARNER, who has been acting as Professor of Mathematics at Baldwin University, leaves this summer to go to India as a teacher.

——THE HON. J. D. PICKETT, State-Superintendent of Public Instruction in Kentucky, has received, from Princeton College, the honorary degree of PH. D.

——G. E. BARBER, Professor of Latin and Greek at Hiram College for

the last nine years, will take charge of the Public Schools of Grand Island, Nebraska.

——L. L. CAMPBELL, whose resignation at Mineral Ridge we announced some time ago, has been elected Superintendent of the Public Schools of Sharpsville, Pa.

——LOVELLA JOHN, after sixteen years' consecutive service in Lebanon Grammar School, has retired from the teachers' work, and gone to reside in St. Louis, Mo.

——W: D. HENKLE delivered the address to the graduating class of the Canton High School on the evening of June 24. Sup't J. H. Lehman delivered the diplomas.

——SAMUEL FINDLEY was, June 7, unanimously re-elected Superintendent of the Public Schools of Akron. Salary $2000. He has already served thirteen years.

——BYRON E. HELMAN, who has for two years been Superintendent of the Public Schools of Canfield, has been elected Principal of the Warren High School.

——G: W. WELSH, Superintendent of the Public Schools of Xenia, has been elected to his former position as Superintendent of the Public Schools of Lancaster.

——J. C. BARNEY, of Warren, was, on June 14th, unanimously elected Superintendent of the Public Schools of Ashland. There were twelve applicants for the place.

——EMMA F. POTTER, who has for two years been Superintendent of the Public Schools of Ashland, has been elected Principal of the High School. Salary $60 a month.

——THE HON. J. J. BURNS has been elected Principal of the Chillicothe High School. Salary $1500. This salary is larger than the Board ever before paid for this position.

——W. H. ROWLEN, Superintendent of the Public Schools of Doylestown, has been elected successor of J. B. Essig as Superintendent of the Public Schools of Carrollton.

——C: R. SHREVE, was on May 24th, unanimously re-elected Superintendent of the Public Schools of Martin's Ferry. Salary $1377. He has already served twenty-two years.

——MRS. MARY E. NASH, of Des Moines, Iowa, received the Greenback nomination for State Superintendent of Public Instruction, but, being a Republican, declined the honor.

——J. B. ROBERTS, who has for a number of years been Principal of the High School of Indianapolis, Ind., has resigned to accept a position in Hiram Hadley's Academy in the same city.

——J. K. HAMILTON has been re-elected Superintendent of the Public Schools of Huron at an increased salary. Salary $700. All his associates have also been re-elected at increased salaries.

——C. W. CARROLL has been unanimously re-elected Superintendent of

the Public Schools of Chardon. He has already served four years in that position, and seven years in the schools of that place.

——H. L. Peck, Superintendent of the Public Schools of Garrettsville, was presented, after the graduating exercises, June 10, by the class of '81, with an elegant edition of Macaulay's History of England.

——J: W. Mackinnon, was, June 18th, re-elected Superintendent of the London Public Schools. June 10th he was presented a neat upholstered chair by the teachers and pupils of the A Grammar School.

——Maximilien-Paul-E'mile Littré, the great French lexicographer died about two months ago. He was born in 1801. After 1859 he became a night worker, beginning at 6:30 P. M., and quitting at 3 A. M.

——Geo. P. Hays has resigned the Presidency of Washington and Jefferson College, at Washington, Pa., on account of ill health. He has accepted a call to the First Presbyterian Church at Denver, Colorado.

——C: E. Fish, of Chicopee, Mass., has been elected successor of J. B. Roberts as Principal of the Indianapolis High School, and Jabez Montgomery has been chosen successor of Eli T. Brown in the same school.

——John Wheeler, D. D., died at his home in Mt. Pleasant, Iowa, June 19. He was formerly, for about a dozen years, President of Baldwin University at Berea, Ohio, and afterwards President of an Iowa College.

——Wm. Reece, who has been Superintendent of the Public Schools of Jamestown, for quite a number of years, was elected, June 20, to the position of an assistant teacher in the Springfield High School. Salary $1000.

——The Hon. Joshua Bicknell Chapin died recently. He was Commissioner of Public Schools of Rhode Island from 1859 to 1861, and from 1863 to 1869. He was at one time Associate editor of the *Rhode Island Schoolmaster.*

——Mrs. Chloe B. Jones, of Los Angeles, Cal., whom we called, some time ago, a graduate of the Normal School at Ada, Ohio, we are told, graduated at Republic in 1873, and received an *honorary* diploma from the School at Ada.

——Misses Hood and Heron, graduates of the Philadelphia School of Oratory closed, about the first of June, a satisfactory course of lessons in elocution given in Martin's Ferry to the teachers and the Senior Class of the High School.

——O. Whitman has been re-elected Superintendent of the Public Schools of Red Wing, Minn. He has already served eleven years. This gentleman, if we are not mistaken, taught in the High School of Cleveland, Ohio, about a dozen years ago.

——Miss S. E. Crumbacker, the new High-School teacher at Martin's Ferry, was presented about the first of June by the teachers of the Central Building with a handsome onyx pin with pure settings, as an acknowledgement for drawing lessons given to them.

——F. P. Davidson, Eliphalet Cotes, A. E. Taylor, J: S. Weaver, Hortense G. Snyder, and S. T. Snyder, have been elected Principals of

different buildings in Springfield. Salary of each $1000. All were cases of re-election except J: S. Weaver, who succeeded G. W. McCracken.

——Wm. Hoover, Superintendent of the Public Schools of Wapakoneta for the last two years has been elected Principal of the Second District in Dayton. Salary $1500. He has accepted. Mr. Hoover received from Wooster University at the last Commencement, the honorary degree of M. A.

——S: S. Randall, who was Superintendent of the Public Schools of the City of New York from June, 1854, to June, 1870, died some time ago at the age of 72. He had previously held prominent educational positions in the State. He is usually regarded as a kind of father of the present New-York School System. He wrote several educational works.

——Ida Ivison, a school teacher in Wheeling, W-Va., is heir to an estate in Scotland valued at $2,500,000. She has gone to Scotland. The wisdom of her father prevented this estate from falling into the hands of sharpers who offered $5,000 to Ida's father to sign a paper without knowing its contents. These scoundrels are now serving a term of thirteen years' imprisonment.

——Walter Q. Scott, of Easton, Pa., formerly of Wooster, was, June 21, elected President of the Ohio State University. He will also act as Professor of Philosophy and Political Science. Pres. S. C. Derby, of Antioch College, was elected Professor of Latin and Greek in place of J. R. Smith resigned to go to Europe. W: L. Lazerby, a Cornell Professor, was chosen as successor of A. P. Morgan in the chair of Horticulture and Botany. All the other Professors were re-elected.

BOOK NOTICES.

New Manual of General History, with particular attention to Ancient and Modern Civilization. With Numerous Engravings and Maps. For the Use of Colleges, High Schools, Academies, etc. By John J. Andrews, Ph. D. Part I., Ancient History. New York: Clark & Maynard, 734 Broadway. 1881. Pages 203. Introduction price 88 cts., exchange price 65 cts.

The purpose of the author in the preparation of this work was not to supersede his Manual of General History, but to furnish "a somewhat more extended course of history, especially with regard to the progress of civilization among mankind, so as to show the distinguishing traits of each separate people in respect to religion, manners, and customs, and advancement in literature and the arts." The many beautiful illustrations, distinct maps, chronological and biographical tables, and excellent index are features that immediately impress one who glances at the book. It cannot fail to attract the attention of teachers of ancient history.

The Primary School Speaker. By Prof. J. H. Gilmore. Boston: Henry A. Young & Co. 1881. Pages 117. 16 mo. Price by mail 50 cts.

This little book contains selections suitable for speaking by children of

from five to ten years of age. A few of the old familiars are included in the volume, but most of the selections make their appearance for the first time in a volume of this nature. There are in all 111 selections. All of the pieces are poetical.

A MANUAL FOR GUARDIANS AND TRUSTEES OF MINORS, Insane Persons, Imbeciles, Idiots, Drunkards, and for Guardians ad litem, Resident and Non-Resident, affected by the Laws of Ohio. With Forms, Notes of Decisions, and Practical Suggestions. By Florien Giauque, Editor of Raff's "Guide to Executors and Administrators," "The Laws of Elections in Ohio," etc. Cincinnati: Robert Clarke & Co. 1881. 380 pages octavo. Price by mail in cloth, $2.00; Sheep, $2.50.

This book is an exceedingly valuable one on the subjects discussed. Mr. Giauque has in all his works displayed accurate legal scholarship, and that care which is necessary in legal works in collecting authorities and decisions on points of law. The full preliminary index to each chapter, and the final index of nearly seventy pages show that Mr. Giauque knows that books without good indexes are comparatively worthless. The volume contains twenty-five chapters, followed by an appendix on the question "Can a Married Woman be a Guardian?" The book is well supplied with forms. It is needless to say that the work is one that many persons besides lawyers and judges can turn to good account.

THE STATUTE SLIPS FOR 1880 AND 1881. Same author and Publishers. Price of each set 25 cts.

It would be difficult to find a more ingenious labor-saving contrivance than these gummed slips as an aid in keeping the Statutes of Ohio constantly revised.

THE NEW TEXT-BOOK OF CHEMISTRY, for Use in High Schools and Academies. By Le Roy C. Cooley, Ph. D., Professor of Physics in Vassar College. New York: Charles Scribner's Sons. 1881. Pages 291. Price, Wholesale, 90 cts., introduction 75 cts., exchange 56 cts.

This is a neatly-illustrated book. The illustrations, as far as we have observed, are all new. Chapter I., divided into six sections, treats of the general principles of the science; Chap. II., containing seven sections, of the non-metallic elements; chap. III., containing seven sections, of the compounds of carbon; and chap. IV., containing eleven sections, of the metals. An appendix of thirty pages is devoted to easy experiments for the class-room. We commend the work to the attention of those seeking a brief treatise on chemistry for school use.

CATALOGS, PAMPHLETS, ETC., RECEIVED.

Catalog and Alumni Record of the Fairmont Branch of the West-Virginia State Normal School, Fairmont, Marion County, 1880-81. Pages 41. Miss M. L. Dickey, Principal.

Fifty Years of Freedom in Belgium, Education in Malta, Third International Geographical Congress at Venice in 1881. Illiteracy and Crime in France, School Saving-Banks, and Education in Sheffield. Bureau-of-Education circular. Pages 8.

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER:

SEPTEMBER, 1881.

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PROCEEDINGS OF THE OHIO TEACHERS' ASSOCIATION, AT PUT-IN-BAY, OHIO, JUNE, 28, 29, 30, 1881.

SUPERINTENDENTS' SECTION.

The Superintendents' Section of the Ohio Teachers' Association met at Put-in-Bay Hall, at 9 o'clock, A. M., June 28, and was called to order by Geo. W. Walker, Chairman of the Executive Committee.

W. J. WHITE, President of the Section, delivered the following

INAUGURAL ADDRESS.

Fellow-Teachers:

I can but congratulate the Association upon its return, after a pilgrimage of two years, to the beautiful retreat and endeared associations of Put-in-Bay. A place fragrant with pleasing memories and affluent in annals of the past.

If it be true that patriotism grows warm upon the plains of Marathon, and that piety is enkindled amid the ruins of Iona, surely here, in the very ancestral home of our Association, here where dwell our penates and where cluster so many fond recollections, surrounded as we are by the remembrances of the past struggles and triumphs of the public-school system, her present strength and greatness, the harbingers of her future grandeur and supremacy, our hearts ought to catch new inspiration, become more firmly knit together, and we consecrated, anew, to labor for the prosperity and perpetuity of all that makes for the advancement of the highest interests of public instruction.

It may be true of us, as the illustrious Lincoln said, standing amid the voiceless tombs of Gettysburg, and sweeping with prophetic vision the ages of the future, that—: "The world will little note, nor long remember, what we say here," but it seems to me that if our hearts are enkindled by the glorious memories of the past achievements of popular education; if our zeal is inflamed by the completeness of its present success; if we permit ourselves to be lured on by the prophecy of a more brilliant future and in the strength of our enlarged vision we gird ourselves afresh for the conflict, what we *do* in the future may impress itself upon the world's deep heart, and the increased efficiency of our educational system, and the changed destiny of many a life may owe its origin to the impetus imparted at this the thirty-second meeting of the Ohio Teachers' Association.

As old Memnon, touched with the genial light of the morning, sent forth spontaneous music, so we warmed by this sympathetic communion, thrilled with the generous greetings here interchanged, and energized by the pervading sentiment of this gathering, shall go to the duties of the new year with exulting spirits, high hopes, and generous impulses, actuated by the high resolve to conquer a yet more brilliant success for public instruction, and to compel the fair-minded, if not the captious and over-exacting critic, to yield to the public-school system approbation, in large, generous, and effectual measure.

I, perhaps, could do no better, on this occasion, than to direct your attention for a brief while to a few of the sources of adverse criticism toward the public schools, which have existed during the year, and endeavor, if possible, to draw therefrom the lesson of wisdom which these criticisms convey.

There is, perhaps, nothing that engages a larger share of public thought and attention, than the public-school system. Nothing concerning which there is a greater variety of opinion and diversity of expression. Nothing which gives rise to so many opposing sentiments. Nothing upon which it is so easy and natural for the editor or orator to ring the changes. Nothing which is so continuously subjected to the full blaze of searching scrutiny. And yet few things with more stable equilibrium, more loyal defenders, and more sincere and zealous admirers.

It seems to me that the constant glare of public criticism in which the public-school system is everywhere held, tends to its purity, healthfulness, and efficiency. The flood of light that is focused upon all its operations prevents the existence of lethargy, of neglect, and of indolence which are the sure precursors of decay and death.

The keen vision of the Argus-eyed public, whose ward they are, peering into the very minutiæ of plan and of execution, generates activity, dissipates enervation and impotency, and begets honest continuous work. In this atmosphere the system has grown, unfolded, and developed into the sublime proportions of its present magnificent structure. Under this influence it has widened, deepened, and heightened until it is enshrined in the affections of the people, guarded by their vigilance, and borne upon their prayers. Under this watch-care a gorgeous and magnificent edifice has been builded for the nation.

The hard usage with which it has grown familiar, the perplexing difficulties through which it has passed, have given it strength and solidity in all its departments. The great object it has sought to accomplish; the mighty obstructions with which it has grappled, the sublime aims toward which it has ever striven, have of necessity caused it to grow to the height and compass of the exalted stature of the grand conception of its wise builders.

While then we would not seek to divert public attention from it, nor wish to subdue the voice of the critic, we would search out, earnestly and thoughtfully, the deep underlying truth, prompting and guiding the public mind in its attitude toward the public-school system; we would discover whatever of wisdom or of profit public criticism may contain; we would master the lesson, deep, concealed, and intricate though it be, which is thus voiced; we would learn to discriminate between the utterances of the friend and sympathizer, and the words and acts of the calumniator and destroyer; we would be ever on the alert to parry dangers, and to turn to advantage that which is meant for injury; we would take the mysterious divining-rod into our own hands, become faithful and diligent explorers along the avenues of progressive thought, and amid the labyrinths of the new philosophy, that if possible by any means we might be able to search out and obtain the last, best thought of science and wisdom, the most hopeful lessons of skilful experience, the ripest convictions and freshest discoveries in the economy of education; we would subject all things in education to a genuine test "in which nothing foolish should be retained because it was old, and nothing wise rejected because it was new."

When we recall the events of the year, just past, when we analyze the current of public thought, when we estimate the force of the undertow that has been set in motion, when we weigh the significance of the strong utterances that have been made derogatory to the public-school system, when we fathom the concealed purpose that prompted these extravagant expressions, when we investigate the cause of their simultaneous promulgation, when we account for their singular unanimity, we are forced to the conclusion that systematic effort is being made to revolutionize the public-school system. From the fertile soil of the flourishing town of Quincy, in the State of Massachusetts, a luxuriant fungus has arisen which, as the "new departure," whatever that may imply, has constituted itself the centre of the great system of the educational forces around which, in the estimation of its devotees, all educational influences are to circle, and unto which, as in the dream of Joseph, all other educational theories are to make obeisance; even the public-school system itself, as the sun and moon in Joseph's second dream, must be remodelled and pay tribute. The insidious efforts to weaken and destroy the public confidence in the success and efficiency of the public-school system inaugurated by Charles Francis Adams, supported by the one-sided examination of the schools of Norfolk County, Mass., accelerated by the fallacious reasoning and erroneous conclusions of George A. Walton, who conducted the examination, reverberated by the reckless and vehement asseverations of Richard Grant White, of New York, and echoed back by Whitelaw Reid at Xenia, bear

evidence of deliberate plan, premeditated purpose and concerted action, rather than the spontaneous outgushing of individual convictions and personal opinion.

The declarations of Mr. Adams, that—"the public schools throughout the country are in a highly unsatisfactory condition," that—"the public education we are getting is a wretched article," that—"it appeared, from the examination of the schools of Quincy, as the result of eight years' school teaching, that the children, as a whole, could neither write with facility nor read fluently;" the summary of Mr. Walton's Norfolk-County report; the stong language of Richard Grant White, that—"of the institutions of the United States, there is not one of them so unworthy of confidence or pride, as the public-school system; not one which has failed so completely to accomplish the end for which it was established. And the case is worse than that of mere failure; for the result has been deplorable, and threatens to be disastrous," that—"the result of the system, according to the experience of half a century, is deterioration in purity of morals, in decency of life, in thrift, and in all that goes to make up good citizens, accompanied by a steadily-increasing failure in the acquirement of the very elements of useful knowledge," together with the propositions of Whitelaw Reid, that—"no thoughtful observer has failed to notice the growing discontent, especially in heavily-taxed communities, with some features of the existing system," that—"the current objections doubtless overstate the case, but they do point to a dangerous discontent, and they do centre about one undeniable weakness; that the system is top-heavy; that the basis is too flimsy for the ever-spreading superstructure"; that—"this flashy shell of an education dissatisfies many with the real work of their lives"; that—"the common schools are too wide to be deep enough," that—"there is a growing lack of thoroughness in the industrial world, which is absolutely organized by such an education," and that—"there is a growing discontent on the part of the heavier tax-payers with an educational system that somehow does'nt seem to them to produce what is just suited to the trades or to business and the professions"; these utterances, I say, following each other, as they do, in close succession, agreeing with each other in all essential features, and emanating from the illustrious representatives of different departments of the highest order of intelligence, of culture, and of sagacity, either betray an organized purpose to effect the remodelling and retrenchment of the present system, and the substitution in its stead of the merest rudimentary education, or they give expression to a somewhat general and widely-diffused discontent with the results of the public-school system. Either by ex-parte testimony, by the exhibit of only a part of the truth, by ambiguous statement, by innuendoes, they seek to sap the very foundations of the system, create public distrust in it, and thus render the inauguration of their own views possible, or they are the exponents of a respectable minority who believe great improvement in the operations of the system, and in the system itself, both possible and indispensable. In either case as the representatives of the public schools, as their rightful advocates and defenders, wisdom demands and prudence admonishes that we take cognizance of

these sentiments; that we ponder well their true import and deep meaning, and that we render our response, not so much by dignified speech, by the empty eloquence of words, as by the living potency of deeds; that by eliminating from the workings of the system whatever exists of real hindrance to genuine progress, whatever of true cause for wise and honest objection, by strengthening the weak places, making stronger the strong, invigorating and revivifying the entire system, sophistry may be overthrown, all frivolous cavils disarmed, and the system itself rendered invulnerable. To this task are we commissioned, to this achievement are we pledged, and into this labor let us come and be anointed anew.

There are other sources of public criticism which make their presence manifest in every community, and which are less pretentious, less courageous, and less methodical, but scarcely less effective, of whose existence and operations we cannot afford to be ignorant. The most potent and effective forces in nature are the silent and hidden ones. The substance that gives nourishment and life-vigor to the plant, is imbedded deep down in the earth. The light and air and moisture that adorn it with bud and leaf and foliage are the subtile agencies noiselessly employed and carelessly at work to renew and beautify and perpetuate it. The inscrutable force that separates, and liberates, and rejects, and assimilates the food taken into the body, appropriating, with unfallible certainty, the healthful, nutritious portions to the upbuilding of bone, and muscle, and sinew, and blood, is as intangible as it is potential. The energy that folded up the Pre-Adamic sunlight, by infinite transmutations, into octohedral crystals, and buried away the diamond in the concealed recesses of the rocks, left no trace of its history, and revealed not the secret of its origin. The power that supports the earth and balances the stars, and which the blazing comet, sweeping on through its flight, and even the sun himself obeys, travels a trackless path and performs a noiseless mission.

So in the department of education, the most powerful agencies are not unfrequently the most unostentatious: the most forceful influences are not unseldom those whose origin, development, and maturity can be traced to no definite source.

It is not the bold, extravagant efforts of ill-advised and misguided opposition whose influence is to be feared, but the illusive beguilings of the crafty whose snares are cautiously set for the entrapment of the unsuspecting.

It is not the blatant flaunt of temerity whose baneful effects are to be dreaded, but the plausible attacks and specious arraignments by the pretended friends of education which are hurtful beyond compare.

It is not the assaults of inveteracy, begotten by prejudice and propagated by obstinacy that awaken our apprehensions, but the ephemeral clamor for the novel, the dwarfed judgment that fails to distinguish between change and progress, the increasing, sickly sentimentality which demands entertainment instead of instruction; which permits training to be imparted only through the medium of pleasurable emotion: the insipid opinion which not only tolerates but encourages listlessness which excites that weary, languid lassitude which is fast becoming the characteristic of the youth of our land.

These are the motive powers that transform methods, modify theories and influence results.

These are the factors that form judgments, which, when executed, influence the system throughout all its ramifications.

These are the instrumentalities that require the keenest insight, the broadest wisdom, the quickest discernment, and the steadiest purpose to discover influence and control.

For the popular verdict concerning educational matters, we the teachers are largely responsible. Whatever carping individuals may say or malignant minds invent, justice is the sure attribute of the great heart of the people. If our work is faithfully done, if our service is loyally rendered, if our influence is wisely exerted, the shafts of calumny will lie harmless at our feet, and fidelity will be rewarded.

It is said that in the midst of a terrific storm, on the wild and raging waters of the Mediterranean Sea, when all on board had despaired of life, and were in momentary expectation of being swallowed up by the lashing waves, that from the midst of the vessel a calm voice arose saying: steer bravely, Sir Pilot, for Cæsar is on board; so I say to you to-day, standing on the threshold of a new era, steer bravely, Sir Pilots, for you carry nobler things than Cæsar and his fortunes.

The Secretary, J. S. Lowe, being absent, D. W. De Lay was chosen Secretary *pro tem.*

HENRY N. MERTZ then read the following paper on

SCHOOL EXAMINATIONS.

Coming, as many of us have come, from the work of final examinations, it seems appropriate to ask, for what good? There is probably no educational instrument about which more conflicting opinions have been held. Many teachers are ready to condemn the whole system, yet we find all making use of one method or another. The very nature of our work compels their use. No satisfactory substitute has been offered, nor is any likely to be offered. The only question is, how shall the examinations be conducted so as to secure the maximum of good, with the minimum of evil?

The purposes of the examination are not always clearly understood. Some look upon them as merely tests of the pupil's attainments. This view is too narrow. Were it true, it must be admitted that less space and time should be given them than is now given in our school work. Especially is this true if the examination is made only to test the pupil's knowledge. But as the acquiring of knowledge is but a minor consideration in a true system of education, so the testing of the pupil's knowledge is but one of the least important purposes of the examination. The world does not ask a young man just out of school what he knows, but what he can do. The examination, to be worth anything, must test the training the faculties have received as well as the stock of facts acquired.

The purposes for which examinations are held really are various, and

any just discussion of the subject must take into consideration these different purposes. That which first suggests itself is the examination to determine a pupil's fitness for promotion; his qualifications to undertake more advanced work. Here we are met by the assertion made by some teachers that no examination at all is necessary for this purpose. Say they, let the teacher, judging by his knowledge of the pupils' daily work, determine who of his classes are ready for promotion. He knows the attainments and capacity of all his pupils, and is the best judge whether they are able to do the work of the next grade or not. This certainly looks plausible. Yet there are good reasons why the examination-test should be applied. The teacher himself may be mistaken. We are not always the best judges of the merits of our own work. Teachers have been known to think their pupils were doing good work when in fact they were only skimming over the surface. A carefully-selected set of examination questions, prepared by some other person may puncture the bubble.

Again, every teacher knows how hard it is to convince the parents of a dull or careless boy that their child is not so well prepared for promotion as any other. It is a very easy matter to say, your boy has not done his work so well as those did who have been promoted, but the father of that boy knows his son's disposition is a peculiar one, and will most likely say that the teacher has kept him back because he is partial, or perhaps because he dislikes the boy. Teachers are the only class of persons, I believe, who are charged with seeking the company of those they dislike. But if the teacher can show by the results of the examinations, and better still, by the very answers given by the boy in question, that he has not done so well as those who have been promoted, he is able to satisfy the parent that it is the boy's fault that he has to stay back. True, sometimes a pupil who usually does well in his daily work will fail to do well in the examination, and another will pass who does not deserve to do so, but such cases are rare exceptions; and if the examinations are properly conducted, they will be almost unknown.

This brings us to the question, How shall the examinations for promotion be conducted? Shall there be but one examination at the end of the term, or when a certain branch has been completed, or shall the promotion be dependent upon several examinations held at regular intervals during the term? I believe the latter to be much the better plan. If the promotion is made to depend upon the results of one examination, the importance of this examination will be so exalted in the minds of the pupils as to place upon them an undue strain. Some urge it as an objection against frequent examinations that they are too great a tax upon the minds of sensitive, nervous pupils. Hence they say examinations should be as few as possible. But the chief cause of their being a strain upon the pupil lies in the anxiety of the pupil to do well. And this anxiety will increase with the weight which attaches to the examination. The more there is made to depend upon the result, the greater the anxiety of the pupil concerning the result. Remove all consequences of failure, and give the most nervous pupil a set of questions to try his hand upon, and he will not only not become excited and nervous, but will probably

do himself ample justice in his answers. Now, if in place of making the promotion to depend upon the result of one final examination, in which failure means loss of advancement, we make it dependent upon several examinations held at monthly, or at most at bi-monthly intervals we remove, in great measure, the terrors which examinations bring to many pupils. If a pupil fails at one time he may hope to make good his loss at other times. This course will also serve to prevent pupils from neglecting their work from time to time, hoping to make it up by cramming near the end of the term as the final examination approaches. As much depends upon doing well at the first examination as at any other. Then I have great faith in averages. The average of several examinations is likely to present a fairer exhibit of a pupil's attainments than a single test will afford.

The question, what ground should each examination cover, deserves a passing notice. Should it be limited to the portion of the term's work gone over during the interval between two successive examinations, or should it also cover some of the previous work of the pupil? It should usually be made to extend back, and thus encourage the pupil and direct the teacher to frequent reviews of facts and principles learned, but liable to be forgotten if not from time to time recalled. The questions may well extend back even to the work of preceding grades. Especially should this be done in arithmetic, in which too much practice can hardly be given in the fundamental rules. Some questions should also be given in nearly every set to call out the thinking powers of the pupils. If we are not careful our questions will become a test only of memory. Thus we shall fail of accomplishing one of the prime objects of education—the training of the faculties to independent action. For it must be admitted that if the questions submitted by those upon whom it falls to prepare them, call only for an exercise of memory, many teachers will be found who will at once begin to store the pupils' minds with the facts in demand. The law of supply and demand is subject to no exception in matters educational. Hence we must expect teachers to prepare their wares for the market, as any other class of workmen would do.

This brings us to the consideration of another of the purposes of the examination, viz., the directive power which it affords the teacher and the superintendent. This directive power of the examination is one of the most important purposes which it serves. It extends in its effects to both pupils and teachers. Properly used it can be made to awaken thought in the pupil, to lead him into new fields of investigation, and to inquire into those principles which underlie rules and formulæ, and are to them what the spirit is to the body. Too many of us deal only with the breathless body and dry bones, forgetful that there are life-giving principles which must be breathed into the clay, to make it a thing of beauty and power.

To see how the teacher may use the examination to bring about this desired result, let him consult the method of Socrates, that prince of examiners. It was the delight of his life to show to some conceited sophist the emptiness of his supposed knowledge. The hope that he would be able to continue his work of examining in that world beyond the dark

valley was one of his comforts when he was about to leave this world. Said he, after speaking of the great delight it would afford him to meet those old heroes who had gone before, such as Orpheus, and Hesiod, and Homer, "But the greatest pleasure would be to spend my time in questioning and examining the people there, as I have done those here, and discovering who among them is wise, and who fancies himself to be so but is not."

But he did not merely use his questioning power to show up the ignorance of those who supposed themselves to be wise without possessing true wisdom. He was a teacher. Surrounded by a devoted, eager group of disciples, when he had some great truth to impress upon them he did it by asking question after question till, by their own answers, they would establish truths before unknown to them.

Thus properly arranged questions may be used to impress things we desire to have understood and remembered. This method should especially be employed by the teacher in the daily examination of his classes. For the daily recitation is really largely an examination, in which we are to determine how well the pupil has mastered that portion assigned him as his day's work, and also to help him to new facts and principles.

We have already referred to the directive power which the examination affords the superintendent. It has been argued that examinations tend to make teachers do narrow machine work; that to prepare their pupils to answer the questions submitted to them becomes the chief end of all their labors, while their pupils look upon education as nothing but the ability to get high percentages in examination. That there may be a grain of truth in this is not disputed. Teachers have been known to save up and gather up all the examination questions they could find, and drill their pupils upon them, hoping that some of them would be repeated at the next examination. Yet this anxiety of the teacher to have his pupils do well on examinations, although it has been sometimes turned to bad account, may be made power for good. When a superintendent finds his teachers falling into ruts, or perhaps overlooking certain points in their work it becomes his duty to call their attention to the matter. Then by shaping his questions so as to reach the weak place he will direct the teacher's work in a way to remedy the defect. The very anxiety of the teacher to have his pupils do well in examination will be the best means to use to bring about the desired change. For example, suppose the pupils of a school are found deficient in the matter of writing numbers. By giving a question requiring skill in this point at several examinations the teacher will doubtless see that his pupils can write numbers. Questions should not only test what the pupil knows, but they should sometimes reach that which he ought to know but does not. Such questions should never be proposed to surprise teachers or pupils. First let it be known what is expected, then require by your questions that this work be done.

Here a few words about the preparation of questions. Something has already been said on the matter.

Shall they be prepared by the teacher of the class, or by some one else? This has been partly answered, at least by implication. That they may be a test of a class mastery of a subject, they are best prepared by some

other person than the regular teacher of the class. Teachers may overlook some points in their instruction, and of course these would be overlooked in the examination. These weak places would never be exposed by questions of the teacher. To determine how well the class has heeded the instruction of its teacher, the questions are best prepared by the teacher himself. As justice to a class demands that both of these points should be covered, the first to prevent one-sided work, the second to reward honest effort on the part of the class, it is best to use both kinds of questions. If monthly examinations are held, the questions ought to be prepared alternately by the teacher and by some one else.

Who shall mark the examination papers? The answer will depend largely upon the object in view in the examination. Generally the teacher should mark the papers of his own pupils. Especially is this true when some other person has prepared the questions, provided the examination is an ordinary one. As one object of such examinations is to direct attention to matters liable to be overlooked by the teacher, the chief good of the examination will be lost unless the teacher himself examines the papers. By examining his pupils' work his attention will be called to the weak points, and he will be able to meet the wants of his class. If some one else marks the papers the teacher will not get that full knowledge of the points in which his pupils have failed, and of course he will not be so well prepared to remove the defects. For this same reason, to get a knowledge of what his schools are doing, the superintendent should occasionally examine sets of papers. The amount of such work the superintendent can do must vary with the number of schools under his charge. But in every case some such work should be done by him. In no other way can he get so accurate knowledge of what his schools are accomplishing, and what they are not accomplishing.

It is well sometimes to submit sets of questions designed to test some particular point in the school-work. The questions may be few, and the result need not go to make up the general average which determines the promotions. Indeed most of the superintendents' examinations should be of this kind. Being conducted in different schools under like circumstances and by the same person, they will serve as a basis of comparison. No two persons are likely to grade the same papers exactly alike, hence to serve as a just basis of comparison, the examination must consist of the same questions, submitted under like conditions, and graded by the same person. By such an examination we may determine the relative efficiency of different teachers in like grades; discover peculiar aptness for teaching certain branches; learn how far a teacher succeeds in inculcating habits of neatness and order in the school-work; and from the result deduce many valuable hints to be given to the teachers at the grade meetings.

Another good resulting from examinations is the power they have of fixing facts and principles in the minds of pupils. Frequent reviews are useful for this purpose, but they are not more important in this respect than the examination. The latter accomplishes this in two ways. First, pupils expecting to be called upon to state a fact or explain a principle at some future time will try the harder to remember the fact or principle.

You may say this is not a very exalted motive to prompt a boy to study but is it any worse than the reward for which men labor in almost every walk of life? The love of approbation was not implanted in the human soul for nought, and I do not know of any better use to which to put it than to make it serve as a spur to urge on the slow boy to the improvement of his faculties. Use the noblest incentives to study you can, but where they will not reach a boy, some less lofty motive may serve your purpose. If pupils will not study for the beauty of knowledge and the power which the possession of well-disciplined faculties will bring, let them study to be able to pass a good examination and secure the approbation of their parents and teachers. A second way in which the examination helps to fix the matter learned in the minds of pupils grows out of the vivid impression which the question usually makes upon the mind. Pupils are not likely to forget the answers to questions they have received when on examination—not even though they have failed to answer them at the time. They will very likely hunt up the answers when they go home, and then not forget them. This looking up of the answers to the questions given in an examination should be encouraged by every teacher. Every set of questions should be carefully gone over with the class, after the examination, and all principles involved thoroughly discussed and explained. Never will the pupils' minds be found in a more receptive and retentive mood than during this exercise.

Nothing will so cultivate a habit of neatness in work as the knowledge that the work is to be inspected. To secure this fully it is well to preserve the last set of examination papers for the inspection of the parents of the pupils, and others interested in school-work. Pupils knowing this will be done will be more careful during the whole term. It will especially have an influence upon their work in penmanship, spelling, and language.

The manner of submitting the questions to the class varies. One way is to read the questions and let each pupil make a copy of them for his own use. This is objectionable, because there will be found pupils who misunderstood some of the questions. This is especially apt to be true with classes of young pupils.

A commoner and better way is to write the questions on the blackboard. The chief objection to this is that it is difficult to read the questions from some parts of the room. The examiner should write a large, heavy hand. I would urge the need of this upon teachers at all times. Too often it strains the eyes of pupils at a distance to read the matter on the board. Great injury is thus done the eyes of these pupils. Go yourself to different parts of the room and see whether you can easily read every word on the board; then remember that very likely several of your pupils have poorer eyes than you. All pupils who have any difficulty in reading the questions from their seats should be allowed to go near the board and copy them upon their slates.

But the best way is to supply every pupil with a separate printed list of the questions. Where a printing-press can not be commanded, the hektograph can.

The number of questions should also be considered. Probably nine

questions in each branch is best. Allow credits for neatness of work equivalent to one question. This will bring the number of possible credits up to ten, the most convenient number in grading.

The questions should not require too much time for their answering. Examinations are a great draught upon both physical and mental powers. The strain should not be kept up too long. The length of time required to answer a set of questions should vary with the age of the pupils.

The examination should be difficult enough to require real work from the pupils, but nothing impossible should be asked of them. If they are made too easy the incentive to work will be removed, and if you make them too difficult the pupils will become discouraged. No surer way of lowering the grade of scholarship in any school can be found than that of lowering the grade of questions used in the examinations. Hence it is better to keep just a little above the capacity of the pupils than a little below, but neither is best.

There is also a moral side to school examinations. It manifests itself in the question, How shall we prevent pupils from copying each other's work, and from assisting one another? Where it can be done, pupils should be so seated that they can not see each other's work. But this is not usually possible. The difficulty may sometimes be met by having four sets of questions of equal difficulty, and involving the same facts and principles, but differing slightly from each other. These questions may be so distributed as to make it impossible for the pupils to see each other's work. This involves a good deal of extra labor. Yet sometimes the best remedy lies in removing temptation. I believe that with proper effort, in most cases by appeals to the better principles of the child's nature you can awaken a sense of honor in him which will be the noblest preventive. Some children you can not easily reach thus. These will usually be few, and they can be placed where they will have no chance to be dishonest. I would have every boy and girl think it as dishonorable to give an answer which is not his or her own as it is to deceive the teacher in any other manner. One way or another the evil of copying should be prevented. If there is but one pupil in a school who does dishonest work, and receives credit for it, the teacher, in giving him such credit, pays a premium for dishonesty; does a wrong to every honorable pupil in the school, and indirectly encourages his pupils to neglect honest effort. They will find that the pupil who neglects his work from day to day, and on examination day, is dishonest enough to take credit for what is not his own, stands higher than they. For if a pupil is dishonest in school, although he may deceive his teacher, he is not liked by his own class-mates. This is not a kind of morality to be encouraged in the school-room. Let honest effort receive its merited reward, and likewise dishonesty its reward.

A word about oral examinations. While, as a rule, the written examination is the best, because all the pupils can be given the same questions, and because a larger number can be answered by each, yet there are some points in favor of the oral method. In some branches as reading and mental arithmetic the oral is from the very nature of the subjects *the* method. Then the fact that the pupil is called upon to answer at once

begets self-confidence, and the power of collecting his thoughts. He may become embarrassed and fail, but he has gained an experience that is worth something, and after a time he will be able to do himself justice. It also gives the examiner opportunity to apply the drawing-out process to the pupil. He can approach a subject from different sides, and perhaps get a pupil to understand a question which he would not have understood had the question been written or printed.

In conclusion I would say, use the examination as an instrument in our work, but be careful not to make it an end.

DISCUSSION.

J. E. SATER, who had been appointed to open the discussion of this paper, not yet having arrived, the discussion was opened by R. H. Holbrook, who spoke as follows:

Mr. President: The word, examination, has in the minds of teachers a very definite and fixed connotation. Inseparably associated with it are the thoughts of the preparation of a set of test questions; the setting aside of the regular class work; a more than usually protracted and anxious effort on the part of the pupils; a season of police inspection of the pupils during conditions of great temptation; the accumulation and wearisome examination of quantities of papers; the computation of per cents of pupils; the record and report of these per cents; the scenes incident to the promotion and degradation of the pupils by reason of these per cents; an *ensemble* which neither pupils nor teacher anticipate with pleasure. So intimately connected are these features with the notion of examinations, that when one, in discussing examinations, makes suggestions really involving the modification of the accepted notion, teachers will reject them rather than change their idea of the examinations.

Now, Mr. President, I wish to make some recommendations which will I fear, be interpreted now as they frequently have been before, as urging a multiplication of examinations, but which I wish to say mean no such thing.

It seems to me that examinations as generally practiced involve a serious inconsistency which is the cause of most of the evils supposed to be inseparable from them. They are really unfair. They are essentially an exercise for which the pupils have no adequate preparation. They are really a species of trap sprung upon the unwary.

The later investigations into the brain as an organ of the mind are leading to some facts which are very useful to the teacher, however unacceptable may be some of the theories, which, like riders to a main proposition, are tacked upon them. It is quite well established that there is immediate or mediate connection between all efforts of both mental acquisition and expression with muscular actions. That is, all forms of intellectual activity are intimately associated with, and dependent upon certain muscular combinations. And any intellectual effort which has

been habitually accompanied with certain muscular efforts takes place more easily again in connection with these muscular efforts than in connection with any other muscular efforts. I need not enter here into an explanation of the distinctions which Prof. Bastian makes between Kinesthetic centres, or muscular nervous centres within the cranium, and thought centres, and their inter-relation and dependence upon one another. It will at once appear to any one that all ideas from the external are obtained by accompanying muscular activity of the eye, the head, the hand, the person in general; and also that the expression of ideas is also just as necessarily dependent upon the play of certain muscles. If the expression be oral, then the facial muscles, those of respiration, articulation, gesticulation, &c., are necessarily involved. If the expression be written, then an entirely different set of muscles are employed, while those which were active during the oral expression are entirely at rest. Now if in the expression of their thoughts the pupils habitually employ a certain set of muscles, then will the expression of their ideas be most easy in connection with these muscles, and the same ideas will be expressed with less ease in connection with the activity of muscles which have not been employed at all, or very little in the expression of these ideas.

Here there is a reasonable explanation of the excessive repugnance to the examination. It is not due to the fact that it is a test, as many suppose. When adequate preparation is made, tests are naturally agreeable. Most of the games of children are spontaneous and violent contests. It is not because they are tests, but because they are unfair, unnatural tests.

What kind of an effort, what sets of muscles are employed by pupils in their preparation for examination, and what sets of muscles are employed at examinations? The answer is plain when we consider that in most instances the recitation work, which is the preparation, is entirely oral, while the examination is entirely written.

Now see what a blunder we make especially when, as is very generally the case, the number of written examinations is reduced to the minimum. The inconsistency is much like that of the teacher, who, when a visitor arrives, stops the recitation of classes, and proceeds to parade precocious prattlers who can parrot off poetical pieces prettily, or who, at the close of his term, in order to show what his school has done, gives an "exhibition" consisting of singing, declamations, and colloquies, &c., not one of which things has he taught during the whole term. I suppose the idea of an exhibition is, if the pupils do thus well things in which they have had no training whatever, how well *could* they do those things in which they have been taught.

Now the examination practices are, if anything, worse than all this, for the reason that the pupils are subjected for the purpose of being tested, promoted, or degraded, to forms of activity in which they have had little, if any, practice. The inconsistency, it seems to me, is very apparent, and, now, having determined the cause of the difficulties the remedy will at once suggest itself. Just here is where I am afraid of being misunderstood. The remedy is not in more frequent *examinations*. It is in more

frequent *written exercises.* It is in making *recitations* as frequently written as they are oral. It is in giving the pupils frequent opportunity to subject their ideas to inspection as written, and so, having the opportunity of discovering their weaknesses and inaccuracies in this direction by frequent, mutual excited criticism, be in some practical way prepared to express themselves at examinations in the face of the criticism which they know is in store for them.

Now teachers who have the examination idea strongly, will say, this is only heaping upon us more labor in looking over papers, computing per cents, &c., &c. I say this is not what I mean, and if the teacher lets it sink into such deadness, he is not smart. A majority of written efforts should be criticised, and then returned to the pupils, who should, as a part of their next lesson, report their *correction* of the errors marked. But the teacher need not always do this. The pupils can criticise if they can write. They are sharp critics; frequently better than the teacher.

Again, the teacher will soon learn to give written exercises in such a way, and train his pupils to prepare them in such a manner as to make their inspection very rapid and easy.

Again, these are not long efforts. They will frequently occupy less, never more than the regular recitation period. The pupils will then be trained to ready, rapid, and correct work.

Again, the work must not be examined too closely. The pupils will not profit near so much from the criticism as from the practice. The teacher should learn not to be too exacting or too close. Generous estimates should always be made of pupils' efforts. The point to be reached is to teach the pupils *to do.* When they have the power of *doing*, then is the time to train them to do well. Now with this modification of the preparation of the pupils, examinations will lose all their terrors. I know this, Mr. President. I am not speaking from theory merely. I am speaking from my actual experience and from actual results. I know that pupils thus trained will enjoy their examinations. I could tell you of a class of boys and girls whom I examined two whole days in a certain study, simply because they requested it.

I firmly believe, Mr. President, that examinations are entirely good. They are not evils. They are not necessary evils. It is the manner in which they are managed that is bad.

The discussion was continued by the Hon. D. F. De Wolf, E. A. Jones, J. F. Lukens, W: D. Henkle, and others.

The paper of J. E. Sater, discussing this subject, which was read in the afternoon, is here given in order that the matter relating to the subject may be brought together.

Examinations are a necessary part of school work. Their object is to determine the fidelity and skill of the teacher in awakening mental activity, and the intellectual ability and progress of the pupil. They not

merely furnish data for reports, but assist in the gradation and classification of schools, require a practical application of principles, promote industrious habits among pupils, and by necessitating reviews secure accuracy of thinking and a more perfect classification of knowledge. They are an important means to an important end. However, the old maxim, "Take care of everything but the examination, and let the examination take care of itself," has by many been made to read, "Take care of the examination, and let everything else take care of itself." This mistaken action has invoked a torrent of criticism, not only against the present modes of examining, but against the school system itself. The widespread belief that the number of examinations is excessive, that the value attached to them as compared with class work is often disproportionate, and that many pernicious results are traceable to them demands careful consideration. The shattered nerves of many a teacher, the dishonest practices of many pupils while engaged in such examinations, the neglecting of the real educating or drawing-out process in the scramble for high percentages, the machine work to which teachers and pupils alike have been subjected, the disuse of patient explanation to be superseded by the forcing process, the advancement of ill-prepared pupils into the higher grades, all indicate that examinations are neither infallible tests nor unalloyed blessings.

An outburst of criticism should not, however, induce us to abandon either written or oral examinations, but rather to endeavor to avail ourselves of the advantages of each. Written examinations determine the accuracy of one's knowledge, but their trustworthiness as tests is somewhat impaired by their failure to determine the extent of his knowledge; they determine imperfectly whether mental activity is rapid or sluggish; they do not permit attention to individual requirements of pupils as does oral examining, which secures close personal contact of teacher and pupil. Oral examinations are defective in that pupils constantly receive help and suggestions from the answers of companions, from the teacher by his manner of questioning, even by his changes of countenance, and whatever of plan may be developed is the teacher's, and not the pupils'. These objections may be largely overcome by the teacher's conducting the examinations topically, as far as possible, and refusing to indicate the correctness or incorrectness of answers. In written examinations the pupil determines his own method of presenting his work; isolated, in a measure, he learns self-reliance; continuous concentrated thought becomes a necessity; accuracy of memory is tested; and the knowledge that the language which conveys his thoughts will not fall upon the ear, but pass under the eye of the critical teacher encourages correct expression. At least one question should be given at each examination to be answered fully by the pupil according to his own judgment. The two modes of examining supplement each other, and that examination is the fairest test, I think, which combines both.

The strain of lengthy examinations occurring frequently and at stated intervals saps the vitality of teachers, and eventually disqualifies them for their work. It has been said the average primary teacher breaks down nervously in five years. By the time she has become skilful, she

is obliged to withdraw from the profession. Aside from the injustice and irreparable loss which the teachers sustain, it is bad policy to make examinations lengthy and of such frequent occurrence as to compel teachers to pore over papers and balance per cents until health is impaired or endangered. The effect on pupils of a nervous temperament is likewise injurious. To them to be always preparing for examinations is to be always kept at fever heat. Under such conditions, neither mental nor physical growth is normal. This excitement, as well as any tendency to neglect daily work with the intention of cramming for examinations, may be obviated by withholding any announcement of intent of conducting such examinations until the day of holding them arrives. They should be brief, and be distributed throughout the term, not all coming together. Let them be made more like daily recitations. Pupils and teachers will learn to be ready for an examination at any time, the intense mental excitement and subsequent prostration will be avoided, and the pupils will not acquire the habit of delaying the performance of an act to the latest moment. The grades of the pupils may not be so high as if notice of the examination had been previously given, but the real character of the work done by the teacher and school will be ascertained.

This mode of procedure would sound the knell of examining which dwarfs instead of expanding the intellect. Knowledge acquired merely for a grade is most evanescent. Cramming is dishonest. It is an effort to appear to be what one is not. It is an attempt to place idleness on an equality with industry. The effort to atone by a few hours or days of study for weeks that have been squandered is reprehensible, and will rarely escape detection in a well-conducted examination. The desire to prepare ourselves for examination is in itself honorable, nor is the mental effort attending such preparation to the average pupil an unmixed evil. It finds its counterpart in after life when emergencies arise which summon all our energies for the accomplishment of some given result. A vastly greater number of children suffers from slothfulness than from too great mental effort. There is greater danger of rusting out than of wearing out.

Promotion or failure should not depend on examinations alone, as this would put a premium on cramming and sharp practices. A pupil's daily work should be made a much larger factor than any examination grade which may or may not represent his true standing. Moreover the pupil's age, his general knowledge, and ability to master the work before him should be considered in promotions.

The value of class work as compared with examination work, if placed in the ratio of three or four to one, is none too great. Pupils should be made to feel that success depends on performing the tasks allotted each day, not altogether on a final effort or a series of efforts occurring at intervals of a few weeks. Knowledge acquired will then be assimilated, and the fundamentals at least will become a possession forever. Properly-conducted examinations determine measurably a teacher's usefulness and skill. Yet it is gross injustice to estimate a teacher's success wholly by the number of pupils promoted within the year, or by the per cents

which her pupils make in examination. To do so is to place the dishonest teacher at a disadvantage as compared with her more honest neighbor, is to cause the work of the school from the opening to the close of the term to be conducted with reference to an examination. The attainment of a high class standing, not real mental power, becomes the incentive to study. The pupils, sooner or later, realize that the object of their teacher is not to train but to cram them, not to give mental breadth but to pander to the idiosyncrasies of herself or superintendent.

The real object of education—inculcating the principles of true manhood and womanhood, the awakening of lofty aspirations—is neglected because the work in this direction cannot be measured by per cents. Teachers who estimate themselves by the grades accredited their pupils estimate themselves meanly, and should be taken at their own rating. They are incapable of appreciating what is of most worth in teaching.

The value of an examination depends largely on the questions submitted. It is a narrow-minded teacher who makes an examination turn on technicalities. The questions should be concise, straightforward, such as the pupil has met, and will meet again. They should not be conundrums, or designed to exhibit the profound learning of the person that prepared them, but adapted to the degree of the pupil's advancement. Freedom to choose one's own language, and to exercise individual judgment in answering should be encouraged. A good question will not contain, suggest, or force logically an answer. A third or fourth of the questions ought to be of such a nature as to require more thought than usual to give an opportunity to the brighter scholars to distinguish themselves. The preparation of questions by the superintendent presents the advantage of securing a uniform test throughout all the schools. It removes any temptation to teachers to drill the class on any particular list of questions, and defeats any understanding tacit, or implied, to omit or examine on any particular topics. It is especially valuable to inexperienced teachers, and is one of the most effectual methods of exposing defective modes of teaching. His presentation of a subject, differing somewhat from that of the teacher, may confuse the memoriter scholar, but will discover the minds disciplined to think.

On the other hand a superintendent may use his power to crush his teachers, or, if he lack versatility and breadth of culture, they will so measure him as to predict with great certainty the class of questions he will submit. Questions should combine the results of observations made by superintendent and teachers throughout the period of advancement and review. If prepared at one time they are apt to present a family likeness, and, if taken exclusively from books, they are liable to be technical. An arbitrary value should not be set on questions, but an intelligent answer, even if only partially correct, deserves some credit. Due allowance should be made for those faithful workers who do the best they can, yet never do well. In mathematical examinations not merely results, but the methods of solution and the difficulties involved, are worthy of consideration. In language and history examinations great latitude should be allowed. Accuracy in grading will be secured to a greater degree by first glancing over several papers before grading any, and by

determining the value of each question, rather than by estimating the paper as a whole. An early announcement of the results of examination is desirable, and if the papers be reviewed with classes, their defects pointed out, and models of correct answers given, the pupils will be greatly aided in the future work.

Examinations are not unmixed blessings. The predominance of the good over the evil resulting from them, is attested by their adoption in all systems of education. Whether they beget exactness and crystallize notions into definite form, serve as guides to pupils' real knowledge and mental discipline, develop individuality and correct methods of study, depends on the views and practices of teachers.

The Hon. T. W. Harvey of Painesville, read a most excellent and comprehensive paper on

"CLERICAL WORK OF TEACHERS."

We wrote to Mr. Harvey for his paper and received the following reply, which explains why his paper is not published with the proceedings.—*Editor.*

RAVENNA, OHIO, Aug. 13, 1881.

Dear Friend Henkle:

Your postal of the 7th inst. is just at hand, forwarded from Painesville. My paper at Put-in-Bay was written hastily—much of it, in fact, not in shape for publication. Besides, it was a sort of echo of Sup't Mertz's paper, the subject of the two being so similar that they demanded similarity of treatment. I intended to rewrite it, and send it to you with the request that it should not be published, you giving as a reason my own desire. I was not able to rewrite it before I went east, and when away from home seeking rest, I can not find time to do literary work. If you think best, I will put it in shape for publication in the next issue of the "Monthly;" but as the matter is to be discussed and acted on next year, I think its publication by no means desirable.

Yours truly,

THOS. W. HARVEY.

This paper was discussed by Sup't Rickoff of Cleveland, Hancock of Dayton, Hon. W. D. Henkle of Salem, Prof. Tappan of Gambier, and others.

Mr. Rickoff remarked that he sympathized with teachers who had to make out reports of attendance for each one of a large class of pupils, and all this at the end of a laborious term of service. He could appreciate the work they had to do, especially when the summary of the whole had to be made out in his own office, and when the review of the results came into his own hands. But when, after eight or ten years have passed, during which the records have been kept on the same plan, some laws of progress or retrogression have been discovered, it begins to appear that all this labor has a purpose far above the satisfying of mere curiosity. When, for instance, we find, as it has been found in one large city, that,

under different administrations, and varying circumstances, in districts where the German language is generally taught, the average age of the pupils of the 6th year of the course is one year less than in districts where the common English branches alone are pursued, we are confronted with a fact which has an important bearing on the whole matter of subjects and methods of instruction. How this fact should be interpreted does not belong to this discussion, but its importance must be conceded. Again: When it is found in another city that thousands of pupils have passed the line dividing the irregular and short-time attendants from those who attend eight months or an entire year, we are presented with specifications of improvement which are more valuable far than a statement of a general increase of daily attendance on the number enrolled.

These statistics should be kept separately for each grade of the schools of town, city, or rural district. It may add to the labors exacted of teachers, but when we find specific and incontestible evidence that in a city having an average number belonging of 20,000 pupils, that the average number belonging in the High Schools is five hundred, and in the grammar grades three thousand more than the ratios of from ten to fifteen years ago would demand, when we find such facts they are worth more than they cost, for the mere encouragement they give us, if for nothing else.

A minute and specific knowledge of the results of the expenditure of millions, eight or ten million dollars per year I believe, in such a State as Ohio, cannot but be of great importance.

Sup't Ross of Fremont, moved that this Association recommend that the monthly enrolment be the only report by which teachers and superintendents shall be governed in the matter of per cents. This motion was lost.

Mr. Harvey moved that a committee be appointed to report to the Association at the meeting next year on the matter of Percentages in Teachers' Reports. This motion being adopted the chair appointed T: W. Harvey, A. J. Rickoff, and Commissioner D. F. De Wolf as said committee.

E. F. Moulton of Warren, moved that a committee be appointed to nominate officers for next year.

The chair appointed E. F. Moulton, T. A. Pollok, and Hon. J. J. Burns on this committee, which subsequently reported as follows:—

J. M. Goodspeed of Athens, for President, C. W. Carroll for Vice-President, and C. E. McVay of Mt. Healthy, for Secretary.

The Superintendents' section then adjourned.

D. W. De Lay, Secretary.

GENERAL ASSOCIATION.

PUT-IN-BAY ISLAND,
June 29, 1881.

The General Association was called to order at 9½ A. M., by G. W. Walker, of the Executive Committee. He then introduced Prof. John Ogden, the President of the Association, who delivered the following

INAUGURAL ADDRESS.

Glancing over my note-book, a few weeks since, I found the following:

"CHAUTAUQUA, N. Y., JULY 8, 1880.

To-day we stand midway between what we have been, and what we may be; and listening to the voice of the past, as it comes to us, freighted with the wisdom and experience of half a century of school work, we take courage and prophesy of the future."

This little note was written, while listening, spell-bound—as we all were—to the words of encouragement and cheer of my worthy predecessor, REUBEN MCMILLAN, who, if not a prophet, is certainly a high priest in his calling. His tall and commanding presence entitles him to *this* distinction, at least. But his words were taller than the man. They reached far beyond even his measure. They suggested far more than they said. They were fraught with prophetic fervor, while recalling the incidents of the past, and linking them with the present, making it possible thereby, to foretell the future, with tolerable certainty. Would that I could be as simple, direct and plain as he!

The foregoing suggests a theme for the present occasion: "*The Future of our Public Schools.*"

Richard Grant White says they are a failure. If this is true, I suggest a funeral, here and now. Instead of assembling to-day, in the capacity of an association, for the purpose of devising ways and means for continuing, improving and ultimately perfecting these schools, here in our State, and among our own people, it were better we begin, at once, the preparation for their decent burial. If we have been deceiving ourselves and the people, all these years of anxious working, and self-denying in behalf of these schools: if we have, indeed, been pleasing ourselves with the idle dream that they were at least preventing our people from growing any *worse*, if really no better, and all this to no purpose, then it were high time we furl our flaunting banners, and strike our white tents of peace and plenty (for our people have prospered from some cause—they are the happiest and most contented people on earth), and that we take up our silent march to the delightful abodes of ignorance and heathenish honesty, and the blissful contentment of the Savage, and the blessedness of the Barbarian.

This perhaps is more than our philosopher will allow; but it is a conclusion not only deducible from his distorted statistics, and ill-chosen premise, but actually deduced. He says, "Crime and vice have increased year after year, almost pari passu with the development of the public-

school system, which, instead of lifting the masses, has given us, in their place, a nondescript and hybrid class, unfit for professional or mercantile life, unwilling and also unable to be farmers or artisans. . . . . Filial respect and parental love have both diminished; and, as for the modesty of our young men, and even of our young women, they do not even blush that they have lost it. This is the condition in which we are, after more than half a century of experience of our public-school system, the only justification for whose existence is that it was asserted and believed to be a panacea for the cure of social and political disease:" and much more of the same sort.

Thus we have a clear issue made, and our public schools arraigned before the bar of public opinion; and charged with the increase, and made responsible for all this increase of crime, and vice, and pauperism since their organization—*if indeed there has been any increase.*

This were a bad showing indeed, if true: and sometimes even our enemies are gracious enough to tell us the truth. It is worth while, therefore, to look to our laurels; for we are admonished by an authority higher than that of our critic, as follows: "Let him that thinketh he stand, take heed lest he fall."

In 1837 Samuel Lewis, Ohio's first school missionary (we call these officers commissioners now) began to preach school reform in the wilderness of Ohio. He travelled on foot, on horseback, in wagons, and carts, forded streams, and slept in farm-houses, and by the wayside, visiting schools, encouraging teachers, lecturing the people; and, like John the Baptist, he prepared the way for a better and a brighter day in school matters.

Horace Mann was doing a similar work in Massachusetts and the east. Henry Barnard, who still lives, and whose indefatigable labors, as author and educator, run through more than half a century, stands to-day almost unequalled in educational history. Others have rivalled these in the pioneer work.

In our own early day, and in our own native State, as early as 1848, *Lorin Andrews*, Ohio's greatest schoolmaster (I know my professional brethren will excuse this reference to one so well beloved, one whose presence seemed a necessity in the early meetings of this Association, and whose final leave-taking made all so sad)—this man, I say, gave up one of the first positions in the state, to become a home-missionary, in the cause of common schools. And our present advanced system of graded and high schools, in cities and towns, is largely the work of this pioneer in school progress. And is all a failure? Did these men, and such as these, labor in vain? Were they mistaken in their estimates of the needs of the people? Were theirs a premature judgment and a blind zeal? Did they labor and sacrifice, and have all others labored in a cause whose issues have perverted the people? So says our philosopher. Hear him again, in the N. A. Review while referring to the origin of the common school in New York. "This," he says, "was a public calamity not only to the city, but to the State; not only to the State, but to the whole country. Nor has the blight of its effects upon morals, upon politics, and upon education been confined to the country in which it was first felt," etc., etc.

So it would seem that we of the schoolmaster persuasion have been mistaken in our zeal for progress. Ours has been a premature faith, a losing game. We have been battling on the wrong side. We must needs undo our work and enter due apology for mischief already done. So thought some, not over loyal politicians, in respect to the prosecution of the war for the integrity of this government, when they met in convention at Chicago in 1864, I think, and resolved that the prosecution of the war for the maintenance of the Union was a failure. But Grant said—not Richard—nor White—and the loyal people said, "On to Richmond!" and the doleful resolutions of those would-be (thought) philanthropists, didn't hurt us much. So I think in the present case.

The very knowledge of such mistaken persons in our ranks, now as then should make us renew our watchfulness and zeal. Granted that the public schools have not done all they should do, it is no valid reason we should lose faith in them, or in the least relax our energies in their behalf: but rather the reverse. A few blunders, and their consequent losses in the war, taught us circumspection, and carefulness: but the issues of the campaign were enfolded in the *eternal principles of right and justice*, and were wrought out through the persevering energies of our northern army. So is it this day in our battle with ignorance, and prejudice, and the conceit of a few self-appointed critics, who have undertaken the censorship of our work. "On to Richmond!" is our motto. The battle rages, and it wants MEN to stand in the breach to-day. Our cause is just, and our enemies know it: and they shall sooner or later yield, if we are consistent and persevering. The education of the American citizen,—aye citizenship itself,—is too sacred a thing to trifle with. Its true development is a task too noble and grand to yield without a struggle. We are concerned about a great work. We are building a great wall; and like Nehemiah of old, we have no time to leave off the building, and to come down and parley with every Sanballat that may chance to call to us.

The leading principles of our work are *right*, and every true American citizen of intelligence knows it, and believes in these principles, and will continue to act in accordance with them, just so long as we faithfully represent them. If our work, therefore, cannot stand these feeble assaults of our enemies, it ought to fall, and the sooner the better. But founded in truth and justice, opposition will only increase its strength. These frequent assaults, exposing our weak points, and enabling us to strengthen them, together with our repeated failures to secure proper legislation in school matters in Ohio, will, in the end, only make our final triumph more glorious and complete: for triumph *we must and shall*.

It is always good to wait. It tries one's patience: "and patience must have her perfect work." It is always good to have our faults and failings exposed, if we are wise enough and unselfish enough to profit by it—to amend our plans, "and to press with vigor on." And that our public schools in Ohio, as now managed, are not doing all they are capable of doing, no one will deny. That our system is faulty and weak at some points is equally apparent. But is that any excuse for proclaiming it a failure? Nay, more—of characterizing it as a public calamity, and charg-

ing the public schools with all the political and social evils, and crimes and misdemeanors committed since the death of righteous Abel? As well charge the cause of the yellow fever that recently scourged some of our southern cities, to the civil-service reform bill, or the ancient Chinese Treaty. With the same show of justice too, the Christian religion itself may be proclaimed a failure, and all progress, material and social, a myth and a sham, and all evil good; since the latter has not yet succeeded in exterminating the former.

All great movements, affecting the entire body of the people and the government, *must have time.* It is an element in *all* true reforms. God himself takes time, immense and immeasurable cycles, in which to do his work. But when it is done, it is well done. It needs no revision nor amendments. And nothing truly good or grand is accomplished without both time and great labor.

It is therefore unwise and unworthy the American people to become impatient with our public schools because the world is not yet quite rid of ignorance and vice. They are only one of many great forces at work in this field: and they must have time, and much labor bestowed upon them, to secure their perfection. Their capacity and efficiency have been but partially tested; and the results have been altogether favorable, yet by no means perfect, or even such as they are capable of producing, when more fully tested. In fact, only a tithe of their power for good has been revealed, as yet. Their age, or rather their youth, together with the unsettled state of our society, rapidly receiving incongruous elements from abroad, through our unparalleled immigration, all forbid this. But our public-school system is American, and it is rapidly assimilating and remodelling these foreign elements. It is anti-aristocratic; and compare our civilization and society with that of Russia, and some other European powers, and the contrast cannot fail to convince any fair-minded person of its vast superiority. It is of the people and *for* the people. It partakes largely of the spirit of Christianity. It is both aggressive and progressive. It has the elements of a true civilization and progress in it; and hence has not only greater capacities, but a wider range of adaptabilities than any other system yet devised by man. Hence the readiness with which it assimilates foreign elements. But being in the hands of the people, and that people not always educated up to the full understanding of the capacity and merits of the system, it is not strange therefore that it is not fully appreciated, or that it is subject to greater abuse than otherwise; just as an engine of vast power is capable of doing immensely more mischief, if poorly managed, than one of small capacity, and feeble force.

It is, therefore, the duty of every American citizen to inform himself of the nature and power of this system or machine, since every American citizen, by virtue of our peculiar form of government, is a special engineer for its adjustment and management: and when imperfections are found, to seek to remove them, rather than to proclaim the machine a failure on the slightest pretext, to say nothing about distorted statistics and illogical inferences. At least judgment should be withheld here, until a better system is proposed. This, I believe, its enemies have never

yet attempted. Indeed it would be difficult to do; and this is probably the reason of the delay.

It shall be our purpose, therefore, in the remaining part of this address, to call the attention of this body of teachers, to a few possible—yea, palpable defects in both the organic structure of our State educational system, and in its administration—defects however, which may readily be remedied: and in doing this, we wish it distinctly understood, we do not inveigh against the system as such, but rather against certain defects in it, and its administration.

In the first place then, it lacks *an administrative head*, distinct, and independent of other State officials, as a *State Board of Education*, for instance. True, this department is now represented by a State commissioner; but his duties should be more extended—not increased—and shared by at least six or—better—twelve good efficient men in the capacity of a State Board. Less important interests in our State command the services of such boards, as for example, the State Board of Charities, the State Board of Agriculture, of Public Works, and a State Board of Equalization every ten years, etc., etc.; and it would seem, that a matter involving the yearly expenditure of more than seven and a half million dollars, and the education of nearly one million children, dependent constantly upon the proper investment of this vast sum, ought to command an equal, if not a greater share of public attention and service. This last item alone outweighs all others, State or national, and demands an attention transcending any merely secular interest. But we cannot speak of this further now.

2. Our system is destitute of *any related provision for keeping up a constant supply of skilled laborers, or teachers for the schools of the State; more especially for those of the country districts.* It is obliged to forage among all other professions, or rather to take the crude material before it reaches other professions or business, and to make the most of it. Our schools are thus made the workshops of other callings. What better results can we expect than those we see about us?

Now without attempting to disparage, in the slightest degree, other important measures for improving our schools, we wish to urge the importance of some provision for this defect in our State system, believing, as we do, that, *first of all, we need good teachers;* and that this need supplied, will go far towards supplying all others. No amount of supervision, either county or State, will ever compensate for want of skill and experience in teaching; and time has abundantly proved that this supply cannot be relied upon, from year to year, without institutions set apart and guarded for that especial purpose; at least, this is the opinion, and the experience of our best educators everywhere: and the slow improvement, or rather want of improvement in our rural districts in Ohio attests the truth of this opinion.

State Superintendent, Hon. J. P. Wickersham of Pennsylvania, in speaking of this feature of the public-school system, says, "It must be added that it is universally admitted by those experienced in such matters, that Normal Schools are an essential part of any school system. There can be *no good* schools without *good teachers;* and there cannot be a body

of good teachers without Normal Schools in which to prepare them for their work."

Thus speaks one of the ablest educators in America; and in these utterances we hear the consentaneous voice of the profession everywhere. We might quote our own commissioners for a similar opinion.

The Normal school proper—not an academy or college—is virtually the head of every complete system of education. It is, or ought to be, the great conservator of educational force, the expounder of educational law, and the type of educational work and progress, guarded by the best educational talent in the State, instead of the poor starvelings, or overgrown concerns, professing to do everything, and doing nothing as it ought to be done, they are sure to become, if left to the caprice of private enterprise, and without such aid, and such watchfulness.

The true professional ideas of any profession or calling are conserved in and through the acknowledged heads of said professions. This is true whether it assumes an organized form or not. But unless it does thus appear the profession always suffers from inefficient memberships, and a general confusion of ideas. What, therefore, is most needed to-day, in respect to teaching, is to give those ideas prominence and potentiality in State institutions related to the public schools, organized and guarded by the highest authority in the State, whereby these professional ideas may be improved and imparted to the younger members of the profession. Without such institutions, these professional ideas, and, to a large extent, the standard literature of the profession itself, will be squandered and dissipated; and the country will be flooded, as at this day, with the patent methods and the short cuts to knowledge, whereby quack and charlatans feed and fatten upon the credulity of the young and inexperienced members of the profession. This is always the case when the "blind lead the blind," and where there is nothing to regulate these educational forces. The young teacher stumbles blindly along sometimes striking the right path, but more frequently missing it.

And to leave this work of preparation for teaching to the private Normal school, as now organized and managed, is simply to render confusion worse confounded, since no two of these institutions will do the work, even in a similar manner; and the competition is such as to render it impossible to insist upon that thorough and systematic preparation, either in the sciences themselves or the methods of teaching them, that their importance demands. To insist upon a high standard in either of these regards, and the time necessary to complete a thorough course of preparation is simply to starve. We have tried it.

There should be, therefore, not only uniformity and thoroughness in all these schools, but their character and authority should be such as to command the respect and confidence of the entire profession. This do not the private schools.

Teachers having graduated from any of these schools, and received the sanction of the Board, should be entitled to teach in any of the schools of the State, without further examination by any Board. These schools should be the recognized doors into the professional practice. At least their prescribed course of preparation should be insisted upon under all

circumstances. And, in order that these schools should assume this high professional character, they must be placed under the supervising care of a State Board, and subject to the same scrutiny that other State institutions are.

The County Institute, which now costs the teachers of the State about $20,000 per annum, too large a part of which is spent without suitable returns, should constitute a part of this system of training subject to the same regulations and general management, course of study, etc., that prevail in the Normal Schools. Thus we secure not only a saving of money, but better returns for the amount invested, in multiplying thoroughly-trained teachers for that class of schools most needing the help.

County supervision then becomes an easy matter; because we then shall have prepared the way for it. It is evolved from the system itself, and not superimposed. But if thrust upon our system in its present condition, I fear it will hang a loose concern upon it. It will be subject to dangerous abuses, guarded never so closely. There will be continual complaint, and frequent changes required, thereby impairing its efficiency and endangering the school system itself. In fact it will be comparatively useless unless placed in such relationship to the other parts of the system that it may work as one of the necessary wheels in the complex machinery of our school system.

Skilled workmen are always in good demand: and a safe system of supervision may always be evolved, and relied upon, when these are in abundance. Indeed, supervision naturally grows from superior ability in the school-room. Experience in all departments of business attests the truth of this. Foremen and superintendents in shops and foundries are always selected from the most expert and experienced workmen. And the great danger to the proposed county supervision of schools, to-day,—that, too, which has paralyzed it in some States—rests in this one simple fact, that *too often persons are set about supervising schools that know little or nothing about schools;* whereas a good superintendent must needs be a good teacher; and, as we have just seen, to have a constant supply of good teachers, we must have the means for making them. It will not do to trust this matter to the college, or to the high school. Their business is to make scholars, not teachers; and a mere scholar, and a teacher, are two quite different things. Neither will it do to trust alone to the county examiners for making the best selections. They are often deceived by mere scholarship. And the schools themselves cannot, without danger and loss, furnish the necessary skill and experience. We have tried this to our sorrow; and our schools to-day are suffering from the blight and mildew of immature and inefficient teaching. *We must, therefore, have a system of Normal Schools as a necessary part of our public schools,* in which to train our young teachers for their work in the schools. We have asked for this—we have supplicated. Our governors have recommended it in their annual messages from the time of the first organization of our State government. Our State Commissioners have urged it in their Annual Reports; our teachers have petitioned for it; and yet it is delayed.

Last summer a committee from this Association was appointed to draw

up a plan embodying this feature of our schools, together with other important measures. That committee met, and through the solicitations of the chairman of the House Committee on schools, etc., in the legislature, drew up a plan in the shape of a Bill; but, for some cause—I never could learn exactly what—it was never presented. True, we had school bills presented, one on county supervision, and one on the Township-District plan—the only two that really amounted to anything; and we all know their sad fate. But we cannot escape the conviction that if all these measures—viz.: Normal Schools, with a State Board of Education, County Supervision as a necessary part of the system, together with the township-district plan—had all been included in one simple consistent and uniform bill, and followed up by petitions, and urged by the whole body of the teachers of the State, we should have had a better showing in the legislature last winter. But the fact is, there is not enough in any one of these measures, presented as a separate matter, to enlist the entire sympathy and co-operation of the teachers and the people: and these move the legislators when they choose to speak at the ballot box.

It is very clear the legislature will not act upon any one of these measures, as a separate act, or as an amendment. And it is quite doubtful, I think, whether any of them would work well, as such. It is too much like patchwork. It is the piece of new cloth in the old garment. The rent might be made worse. But let us have a complete thing—a whole garment, and the people and the legislature will respect it.

In the language of one who fought nobly and well last winter, "Let us make the attack, next winter, all along the line." The legislature will then know that we are at least in earnest. But if we back down now, that the fight has really been begun, because of this little rebuff, we shall not only lose our cause but our self-respect also. Let us up and at them again, with renewed vigor, determination, and wisdom, and my word for it, *we shall win.*

The *teachers* must fight these battles. True, it is the cause of the people. But, by virtue of our calling, we have espoused the cause of the people. They look for us to move in the matter. They will not act for us, nor with us, until they see the absolute necessity for these measures. It is therefore our duty to convince them of their importance.

The teachers of Ohio do not lack enterprise, earnestness, and even wisdom in ordinary affairs. Neither do they lack courage. I think the leading teachers of the State are fully up to the ordinary standard of progress, in most matters; but I do think they lack unity of effort, a oneness of purpose, and a determination to push measures that they know to be *right and necessary*, to stand up and *demand* these improvements as essential and necessary for the proper development of our school system; and then, having done all, to *stand*—to stand fast in that liberty of speech and ballot with which the constitution endows every American citizen.

It is therefore our privilege and duty also, to attend primary meetings, and to take a hand in politics, to vote these measures right in the face and eyes of the people; to fill the air with arguments, to make it too hot for mere political shuffling. These measures are necessary and right;

and legislators do not and cannot interpose with arguments to the contrary. They may with sophistry. They tried that last winter. But these measures are demanded by the necessities in the case, in order that our school system and schools be a credit to us and the State. It is unfair, therefore for the legislature to deny us this necessity, that which is granted by nearly every State in this Union, and by some of the territories, the means of perfecting our system, and still to demand of us to keep our schools abreast the schools of other adjoining States. And to claim that our country schools are equal to those of a similar grade in States where these improvements have been adopted, is the sheerest nonsense. It were as reasonable to claim that agriculture and the arts were no better because of modern improvements. Indeed, the common country school of Ohio, to-day, is not one whit better than it was twenty-five years ago, if indeed it is as good, except perhaps where it has been made better by contact with something better and higher. And yet we are told very laconically "To let well enough alone;" (the exact words used in my hearing by a leading member in the legislature, last winter.) It does not seem to have occurred to some of our law makers that the country district school can be made just as good as the city graded school. Such is the case, however, in States where the same advantages are enjoyed by both. What is to hinder them? But Ohio stands to-day alone, and in the very front ranks of backwardness. Her zeal for "letting well enough alone" is conspicuous—especially in things that need changing. So afraid are both political parties to make a forward movement, lest it work a defeat at the next election, that neither of them dares look a plain, practical, common-sense improvement squarely in the face. [Inst. Tua. ques.] How long is this state of things to last? Just so long as we manifest so little zeal and wisdom in pressing these matters.

Now it seems to me, that if this body of teachers would agree upon some thorough, liberal, and wise policy for the improvement of the schools, such as was recommended last summer in that excellent paper read before this Association by Dr. Stevenson of Columbus, and let this be backed up by the leading teachers of the State—not a few here and there, that has been our misfortune heretofore, but by the whole organized army of them—working the matter up in their several localities, it would not be long before a change would come over the spirit of our dreams. Our misfortune has been that when somebody proposes a good thing, somebody else opposes it.

I am glad we are to have a paper on "State Assistance" by our Commissioner. I hope this matter will be pressed, and that we shall be a unit in sentiment and action. I may be pardoned, therefore, if I recommend that there be some definite action taken by this body of teachers; something that shall indicate, not only what is necessary to be done, in the way of school legislation, but the method of doing it: so that there shall be no misunderstanding, and no backing down when we again present these matters to the legislature. Indeed, that body is bound to respect the wishes of this Association, whose history and labors in Ohio are almost contemporaneous with those of the legislature itself—and commensurate to them.

It is bound by the law of courtesy to listen to the prayer of the constituency. And when that constituency represents the leading ideas of the people, and is armed with truth and justice, it may not turn a deaf ear to that prayer. Otherwise a representative government is a delusion and a farce. But I believe if approached wisely, and with candor and firmness, we shall find members willing and obedient servants in our future efforts to elevate our schools.

But what of the future of our public schools? This must be premised from their past. With all their imperfections and hindrances they have made a history in our State, not to be ashamed of. But their probable future is what concerns us most just now. They have been in full operation in Ohio and many other States, for about half a century, though, in incipiency, dating back a hundred years or more.

What they have done is known to us all. Their history is linked with that of progress everywhere; and while we are not disposed to credit them with all the good that has been done in all these years; for in so doing we should be imitating, as to mode of argument, our learned friend who has charged them with all the evil; yet we do claim that they have had a fair share in the general progress of the nation; and their full share only awaits their further improvement and full development.

We are sometimes disposed, I think, while contemplating our advantages, and our advancement in literature and general knowledge, "the march of intellect," the wonderful discoveries in science and art, the marvellous inventions in machinery, in manufactures, in agriculture, and our commercial advantages, the almost miraculous control of some of the subtler forces of nature, as heat, light, electricity, etc., resulting from the keen research in these departments of science,—we are disposed, I say, to please ourselves with the reflection that we have about reached the "Ultima Thule" of all human achievement, while the greater probability is, I think, that guided by the feeble light—so to speak—of our present attainments, we shall witness greater progress during the next fifty years —those of us who remain in the field that long—than we have seen in the past.

Man's progress, up to the present time, or until quite recently, has been mostly of a physical character. This fact should be carefully noted. To use a homely expression, man has been getting "a good ready." He has developed some of the material resources of the earth; but by no means all of them. He has improved his cattle and horses, his grounds, his crops, his manufactures, his commerce, his means of travel and communication. He talks with an audible voice to his friends all over the country to-day. This he could not do ten years ago: and yet his powers are still hampered. He cannot navigate the air; and the ocean swallows up his wealth, and his life is subject to a thousand diseases, dangers, and disasters. Witness the ravages of cholera, of yellow fever, and the loss of life and property by fire and flood. These are yet unconquered; and yet his conquests are extending in that direction. He is making rapid approaches towards complete mastery; and time alone is needed, I think, with the exercise of *all* his powers, to make his conquest complete.

He has compelled the elements to serve him. He is thus becoming gradually emancipated from the drudgery that has marked and marred his past career; and he now seems to be preparing himself for a grand march upon the citadels of nature and unrevealed truth. New fields are thus opened up to his ambition; and new forces have been added to his hitherto slender stock of educational ideas; and he seems in a fair way to win back what has been lost by disobedience and indolence, and ignorance and sin.

We believe he yet possesses, as a generic being, all those native forces with which he was first endowed; all those recuperative energies which have so distinguished him in his earlier operations upon the earth; and that these, through the offices and the helps vouchsafed him by Divine interposition, joined to the systematic training of his faculties, are susceptible of such a degree of development as to bring him up, not only to his former standard of goodness and greatness, but by virtue of the added grace of culture, far beyond it.

I believe there is nothing lost in man but what can be regained; else evil is stronger than good. The steps of his departure retraced, will certainly bring him to his starting-place. Obedience will counteract disobedience, in time; but it must be an obedience that touches at every point of the disorder. It must reach every department of man's nature, physical, intellectual, and spiritual; and search every unsound portion of human character. Here, perhaps, is one of the weak points in our public schools, or in their administration. They do not touch with due force at every point, either in respect to time or manner; for it will not do to suffer evil habits and desires to get the start in this race for culture. Neither will it do to subordinate conscience and will to the cultivation of memory and judgment and reason. It will not do to heap up knowledge at the expense of good sound common sense and strong muscle. Indeed there is no necessity for this. The very best education physically is the very best in every other respect, and vice versa. There can be no antagonism in the healthy growth of a plant; neither can there be in the healthy growth of a child. So the way is open for man's restoration; and the added experience and discipline of returning, coupled with the divine aids thrown about him, is likely to give us a far more exalted and capable being than the one who seemed too weak to resist the first temptation offered. Perhaps, though, the very best man among us would have done no better, under similar circumstances. But this only shows that we are not far along yet, on the road to complete emancipation.

But what is the measure of our advancement? Take our school-houses of the present—I mean those of our larger towns and cities—as compared with those of fifty years ago (and I maintain, these are a fair test of a nation's civilization and refinement,) and what a contrast! The best of our public-school buildings—say of 40 years ago, the most palatial—would now scarcely serve as decent wood-houses for our present temples of learning. But let this be remembered, that these improvements are confined chiefly to the larger towns and cities. The country school-house has not kept pace with those of our cities, nor even with the improvements on the farm or in the factory.

This fact ought to be worth something in favor of graded schools and supervision and trained teachers; for the writer can well remember when the country school-house, and as a general thing the school in it, were greatly in advance of those in the towns. And this difference, which is now so marked in favor of the towns, while it is doubtless owing somewhat to the increase of wealth and refinement of the people, dates back only to the time of graded schools and trained teachers; and it is fair to infer that, with these established everywhere all over our country, with other measures of improvement adopted in our State, the future prosperity of *all* our schools, and of all coördinate branches of progress will be secured beyond a peradventure.

We are struck with the marvellous contrast of forty or fifty years! But I have no doubt that with all our boasted improvements in architecture, in engineering, in agriculture, and the arts, *our* successors will look back upon us, in fifty years from to-day, with the same amusing pity with which we are accustomed to revert to the olden times—to the wooden mould-board plows, the grain sickle, the flail (I wonder how many here, ever saw a flail,) and the ox-cart, and horse-mill of our grandfathers—aye—of our fathers, even.

The fact is, the age of *true* advancement is scarcely yet fairly begun; and the schools in the future, as in the past, are to play an important part in the progress of this nation; and while their progress, even in our towns and cities, has not kept pace with other coördinate interests, though administering largely to them, the cause is found in the fact that this measure of progress, which astonishes all nations, is mainly of a material character, or in worldly prosperity. But when our people shall learn the true meaning and intent of education: that if it means anything it means every thing; that a nation's choicest gifts should be poured out like water upon an altar of such hope, and such promise, that it is not solely a means for hoarding riches, or honor, or the improvement of stock, or the development of mines, or the increase of trade, and commerce, as an object or *end;* but that these—all well enough in their places—should be used as a *means* in their turn, for the development of the higher sources of power and wealth of a nation, its intellectual and moral resources, the minds and characters of all her citizens; that all this vast accumulation, and constantly-accumulating force in the way of improved modes of conducting the various industries of the earth, the discoveries in science and art, the inventions in machinery and modes of communication throughout the world, mean more than the mere hoarding of wealth, or the indulgence of appetite, or the license for sensual enjoyment; that their *true* intent is a physical basis upon which to build the grandest superstructure in morals, in religion, in government and social order the world has yet witnessed. This is the mission of our public schools, and this is the grand future mapped out for our republic. This, too, is the natural order of growth. It is the Divine plan for the development of intellectual and moral greatness,—Richard Grant White to the contrary notwithstanding. The metaphysical is always developed through the physical: hence the physical before the metaphysical. The earth itself is an example. It was a long time in a state of physical preparation.

But when it was finished it was a success. It was grand and strong; and the Lord God saw that it was very good. Then commenced the psychozoic age, when intellect began to assert itself, and matter became subservient to mind: and that sway, so auspiciously begun, is destined under the guidance of wise and munificent government, and the fostering hand of art, to subordinate nature in all her domains, until man, the masterpiece of creative energy, shall stand upon the earth emancipated, free, redeemed, master of his surroundings and ruler of his realm. This is what he was made for.

But it will be remembered that this grand triumph of mind over matter is conditioned on obedience to law. It depends upon our own individual effort, coupled with the fostering hand of government; for, if with all the accumulated and constantly-accumulating advantages, brought to us by this spirit of progress, in the opening chapters of our nation's greatness, we prostitute them to self-indulgence, or ambitious schemes for personal aggrandizement, or political power, forgetting the real intent of these gifts, the depths of our physical, intellectual, and moral degeneracy and degradation shall be measured only by an eternity of suffering; and shall be commensurate to the weight of all these advantages, turned against us, and heaped upon us, and pressing us down beyond the possible reach of redemption. May God save us from such a fate! But we have a brighter vision of the future, and our educational enterprise. We have faith both in the recuperative energies of man as an educable being, and in the virtue and in the adjustment of the schools to his individual wants and capacities. We believe that these can be rendered effective, combined with other kindred agencies, for his final triumph in science, art, government, and religion. He has already demonstrated this. He has already commenced this onward and upward march, and the ages begin to tremble with the pulsations of his coming power. Gathering up all his native forces, and hitherto wasted energies, strengthening and utilizing and intensifying them by true religious culture, his future progress can be measured only by the years and ages of the earth's existence.

Thus beholding man in his glory, and in the full development of his latent power, we see before us an empire of greatness unequalled in the annals of time. Her arms extended, reach from ocean to ocean, and from the tropics to the arctic. Her commerce whitens every sea, and her industries fill all markets of the world. Her government is one; her social order is modelled on the Christian plan. Her freedom is secured by ten thousand sacred pledges, her school-houses, and her public schools. *This is my beloved country!* All nations shall seek her advantages, and shall call her blessed, for she shall share her blessings with all others. Thus shall it be with that nation whose God is the LORD.

And now dear old comrades, and younger friends, after thanking you for the honor conferred upon me of presiding over your deliberations at this meeting, allow me to say, we, of the gray beards, must soon depart. We may not see this promised glory with our mortal eyes. It matters not. We would leave a legacy of good deeds and our benediction behind us.

Our lot has been to labor, and to sow the seed, but to reap sparingly, some of us. It matters not, so the work is done. We go, but we leave not only whitening fields of harvest, but a host of stalwart workers in these fields, and an army of fresh blooming young men and maidens, ready and willing to "bear a hand" in this noble work of culture, the delightful task of improving and elevating the schools, and through them, our beloved land and nation.

On motion of H. M. Parker it was resolved that a committee on Nomination of Officers for the ensuing year be appointed.

J. M. Yarnell was appointed Assistant Secretary, and W. R. Comings Assistant Treasurer.

Prof. E. T. Tappan then announced that any teachers in attendance could become members of the National Association by payment of $2.00 to himself, the Treasurer of the Association.

The Treasurer, A. G. Farr, submitted his Annual Report as follows:

ANNUAL REPORT OF TREASURER OF OHIO TEACHERS' ASSOCIATION, JUNE 29, 1881.

Receipts:	
Cash on hand at last report,	$ 82.09
Membership fees, 1880, Chautauqua meeting,	522.00
	$604.09
Expenditures:	
Stationery and miscellaneous expenses of Ex. Com. in connection with Chautauqua meeting,	$80.23
Travelling expenses of Prof. Judson Smith,	7.00
Expenses of E. E. White,—Annual Address,	30.00
W: D. Henkle, programs and cards, 1880,	19.59
Alston Ellis, expense of Ungraded-Section Circulars,	85.78
M. S. Turrill, expenses as Secretary of Executive Committee,	1.45
Expenses of Executive Com., Dec. 28 & 29, 1880,	68.80
W: D. Henkle, publishing proceedings of Chautauqua meeting,	106.67
W: D. Henkle, 222 copies sent members,	18.52
	$418.04

Balance, $186.05.

A. G. Farr, Treasurer.

On motion the Treasurer's Report was referred to an auditing committee to be appointed by the President.

It was resolved on motion of John Hancock that the Executive Committee be requested to employ a phonographer to report the proceedings of the meetings of the Association.

Dr. W. H. Scott then read the following paper on

MENTAL SCIENCE FOR PUBLIC-SCHOOL TEACHERS.

Among civilized people the teacher's work is held to be paramount. They discern in it a noble dignity to which they willingly pay homage. They endow it with their wealth. They confer on it a ubiquitous presence, causing its influence to pervade society like an atmosphere. As they press on in their weary march through the wilderness, they behold it going before them by day in a pillar of cloud to lead them the way, and by night in a pillar of fire to give them light.

The reason for this reverence of the vocation of teaching, existing in all minds, and in most minds so deep, is found in the nature of teaching. To comprehend its nature, to get some inward view of its sacred attributes, we must consider its material, its agent, its instruments, and its design. In these lie the secret of its gracious greatness, and its sovereignty over men.

The teacher works in mind. His material is the plastic soul. What he does affects not merely the external interests, the temporary appendages, of the individual, which shall sometime fall away, but the central, essential self. He fashions, more than any other can now do, the life of thought, of feeling, of will. His touch is vital; it is final. Souls tender, susceptible, immortal, come under his forming hand to be moulded for their destiny. Souls compact with potential good and ill, compact with potential joy and woe, await his magical word to evoke their hidden possibility. Through these, institutions, government, society, civilization, take their course. Through these, teaching shapes the life of nations and races, and puts its eternal impress on the history of the future. So teaching, as of old, is prophecy,—prophecy written ineffaceably deep in the substance of the soul, and repeating itself in endless fulfilments.

Shall a teacher ever cease to say within himself, "I am a worker in mind, a former of souls, and by this I am a maker of human history and of human destiny"? And saying this, shall he ever cease to study the nature and the principles of the mind with which he deals?

But another mind is concerned in the process of teaching. The agent is a mind as well as the material. It is mind that educates no less than mind that is educated. The chief power in education is the power of mind on mind. Without that the whole operation of the schools is dead mechanism. With that, school or no school, education is inevitable. The teacher, the embodiment of a living, active, earnest mind, is the sole indispensable factor. The teaching mind is initiative. It is the producer, the creator. The teaching, in its whole range and quality, is what the teacher makes it. What power is in *him*, what knowledge, what discipline, what virtue, what enthusiasm, what conception of vast ideals,—these measure the value there is in his teaching. Has he broken the dominion of passion? Has he emerged from the dark and narrow cells of prejudice? Has he subjected his faculties to the sharp instruments of discipline? Has he ascended any mount of vision and caught any divine illumination? How clearly and how nobly does he think? How purely, justly, strongly does he feel? How promptly and how firmly does he will? These are the questions that go to the heart of the

matter. They bring to light the mental condition of the teacher, and that condition is all in all.

Shall a man bring this innermost and altogether immeasurable strength of his to bear on the innermost life and the uttermost destiny of immortal children, without a thoughtful study of its nature, its forms, and the right methods of its use? Shall he make this splendid spiritual organism the employment of his life, and yet seek no scientific knowledge of its constitution and relations?

The mind of the teacher operates on the mind of the pupil through instruments. For sympathetic minds there may indeed be a communion in unbroken silences. But such communion implies a oneness of temperament, of age, and of experience which can not exist between the teaching mind and the taught. For them a medium of communication must be found, a channel through the currents of influence may flow down from the higher into the lower mind. Every such medium must be in some sense a mental product, formed by mental energy to subserve a mental use. If it be a gesture, its power to communicate comes from the mind. What the mind puts into it, that it expresses and no more. If it be a word, the sound is nothing except so far as it incarnates an idea, or an emotion, and ideas and emotions are the offspring of the mind. Language is the supreme instrument of instruction, and language is the child of intellect. Books, the teachers of the teacher, his guides, the quenchless lights of his ever-expanding firmament, the exhaustless fountains of his ever-deepening inspiration,—what are they but the wisdom of the universal mind, the wealth of thought exhumed by myriads of intellectual toilers and descended upon him, the heir of all the ages? Nature, too, is his instrument. But what is nature to him as a teacher, except as he discerns in its manifold forms the embodied ideas of a reigning mind? The clod, the stone, the cloud, the star, must be transmuted into thought before they can be instruments of instruction. The eye beholds them dull and senseless. The mind reads in them the laws of coherence, of gravitation, of light, and the mighty stretch of beneficent design. Mind constructs them into science, and by means of them teaches natural philosophy and chemistry, mineralogy and astronomy.

But how can we understand these sciences, what can we know of the philosophy that underlies them and the noble spirit that permeates them, unless we know also something of the power which created and organized them? How can one use science with success as an instrument of mental development and discipline, who does not in some great measure, although perchance by some indirect means, understand the science of sciences,—the laws of thought, and the faculties of the searching and building soul?

We have yet to consider the final cause of this process of teaching. For what end is the teacher's work done? He, an operating, producing mind, by means of language, books, nature, works within another mind. What effects is the process, if rightly performed, to produce there? He is to impart knowledge. But in order to impart knowledge wisely he must be acquainted with the receptive powers of his pupil's mind, he must understand the natural order of mental acquisition, and he must

appreciate and know how to overcome the difficulties which the learner encounters. He is to teach correct methods of mental operation. But in order to teach methods wisely he must be able to judge of their soundness, and to discern the reasons for them in the laws of mind itself. He is to form correct habits of thought. But in order to form correct habits of thought, he must understand the *nature* of the thinking power and be able to detect the errors into which his pupil falls. Indeed, whatever the teacher may do for the intellect of the child lies within the domain of mental science, and may be the better performed with a knowledge of that science. At every step he must either obey, or in some greater or less degree violate the laws that are ingrained into the very constitution of the mind.

But the teacher's office does not terminate in the intellect. He is an educator of the forces that lie behind the intellect,—those tremendous forces that make weal and woe, that build up in purity and light, and that shatter and destroy. At first they lie in embryonic sleep. Which shall he arouse—the evil or the good? It is his duty to evoke the manly and noble qualities, and to restrain with a firm but tender hand the dark and debasing. With the sympathetic vision of philosophy transfused with love, he should penetrate the secret places of the soul, and with unfaltering faith in its intuitions, should press to great results the purest and loftiest motives. He, what he says, what he does, what he is, hourly shapes life and character and destiny for those around him. Shall he attempt to do this work with a rude and untaught hand? Shall he touch and profess to train these transcendent powers while his own remain ignorant and unskilled? Shall he, without any anointing or any imposition of hands, stalk with careless tread and braggart air into this holy of holies?

Nay, let him beware. Let the teacher study his work. Let him seek first to know the mind with which he deals—its powers, its possibilities the true methods of its instruction and discipline. Let him study the Science of the Human Mind. For teaching begins and ends with mind. It is a process produced by one mind in and for the sake of another mind. Its essential condition is mental activity; its essential instruments are mental products; its essential end is mental growth and elevation. Hence the successful performance of it requires a study of mental powers and laws.

This study, which is thus seen to be so important for every teacher, is especially important for the teacher in public schools. He reaches more minds than any other teacher. A large majority of these minds will never come under any other tuition. All the formal instruction and training they will ever receive, comes from his hand. Again, nearly all the work that he does is elementary. It pertains to the earlier stages of education. The chief service of Pestalozzi was to make it apparent that the earliest teaching ought to be delivered from mechanical routine and conducted in accordance with the nature of the child. "Education," said he, "instead of merely considering what is to be imparted to children, ought to consider first what they may be said already to possess, if not as a developed, at least as an involved faculty capable of develop-

ment. * * What are the child's faculties as a rational and moral being? What are the means for their perfection, and the end held out as the highest object of their efforts by the Almighty Father of all?" *Quoted in Quick's Educational Reformers*, p. 185.

Again he said, "The growth of man is God's work, and the result of universal laws conferred on his nature." *Quoted in Krüsi's Life and Work of Pestalozzi.*

This conception lies at the basis of modern primary education. It is the corner-stone of educational reform. Progressive teachers everywhere have apprehended, in part at least, its vital significance, and through them it is gradually becoming diffused among the great mass of common-school teachers. It should be made the directing thought in the work of every school. The teacher should engrave it on the tablet of his heart, and make it the law of his life. THE NATURE OF THE CHILD: here is the master-key to the whole mystery of education. He who carries that will find all doors open without resistance before him, and will lead his young disciples, full of reverence for truth and full of love for their guide, into pleasant and forever-ascending paths. To know the nature of the child, to know it well, to know it with the mind and know it with the heart, is to have in simple and essential form the whole art, the whole science, and the whole philosophy of education. But without that you can do nothing.

These are reasons why public-school teachers should study mental science. It remains to inquire—Secondly, how they should study it? They should begin with a good elementary book on the subject. Such a book contains in systematic form the condensed results of centuries of the best thinking. It will give the new student of the subject a comprehensive view, and will serve as a guide to his future investigations. He may thus avoid much perplexity and error, and save much time; for he could not in a life-time attain the position in which a few weeks of careful reading will place him.

Yet it must be admitted that the ideal text-book on psychology is still unwritten,—at least still unprinted; for a friend of mine who is present here to-day has one in manuscript, which I hope may prove to be the one long waited for. Perhaps the best for the purpose of which we now speak is Haven's. It is written in a clear, attractive style, its discussions are simple, and it covers the whole ground. It contains, indeed, several faults. It is in some places erroneous, in some places contradictory, and in many places shallow. But the inconsistencies and errors are few of them serious and will be corrected by subsequent study, and in an introductory book shallowness may be forgiven. The teacher, however, should not stop here. Having read Haven, let him take Porter's Human Intellect, or at least his Elements of Intellectual Science, and read it with close reflection. He should also read Sir William Hamilton's Lectures on Metaphysics, and follow them with Mill's Examination of Sir Wm. Hamilton's Philosophy, and that with Herbert Spencer's Principles of Psychology. Here are five books, and they constitute what may seem an extensive course of reading for a common-school teacher. Yet if he will but begin it, he will find that each book brings the work to be done

in the next one quite within his reach; and the whole will form a broad and enduring foundation for the structure that he is building.

But there are other sources of knowledge in mental science which the teacher must by no means neglect. All that he learns in books should be only preparatory and assistant to his study of the human mind itself. Before him daily is the mind of the child. Let him not close his eyes to its splendid page or his ears to its revealing voice. The delicate and complicated spiritual organism of which he has read, is here in full operation before him. Powers and passions are here in play with native and untrained vigor. The processes of perception and memory, of judgment and reason, the feelings of pleasure and pain, of love and hate, of hope and fear, are constantly going on in his presence. No one, save perhaps a mother, has such an opportunity as this for studying the human soul. If the teacher bring to it intelligence and enthusiasm and devoutness, he may learn deeper things and truer things than books make known, and they will have for him a force of reality such as books can never impart.

Another mind also he may study. He is himself a mind, and he may study himself. It is an exceedingly curious and interesting fact that the mind can, as it were, rise above itself, or, to use a more accurate figure, may enter within itself and become spectator and critic of its own acts. If any one doubts whether this be possible, he can quickly solve his doubt by simply doing the thing itself. This is what constitutes rational self-consciousness. The "Know thyself" of ancient oracle and philosopher is rendered anew and with a more solemn authority by every daily duty that falls to his hand. Observe how your own mind gathers through eye and ear, and every organ of sense, its knowledge of outward things. Observe how memory retraces the days and years of the past guided by the unbroken thread of association; how imagination extracts from the common coal of dark experience the subtle fluid that sustains her loftiest flight across the glorious sky; how judgment and reflection construct separate perceptions into magnificent fabrics of thought; how the realm of emotion is filled with a vast and varied music; how the will, monarch of the soul, marshals its forces and sways the elements within and without to accomplish its purposes; how, in the deep and inviolable silence of the most holy place, where you enter with head uncovered and with feet unshod, dwell the intuitions of righteousness and truth and duty like angel-forms descended from another sphere.

Having done these things, the public-school teacher will engage in his work with an intelligent conception of its nature and its ends, and with a reverent sense of the dignity and responsibility of the office that he fulfils. When he enters his humble school-room and takes up his humble duties, when weariness and discouragement oppress his mind, he will look upon the children around him, and thinking what they are and what they shall be, will say:—

> "What good I see humbly I seek to do,
> And live obedient to the law, in trust
> That what will come and must come, shall come well."
>
> —*Light of Asia, Bk. VI.*

Let him do this and he can not fail of immortality; for, though he die, and die unknown, his influence, his best and noblest self, wrought with holy care into the souls and lives of those whom he has taught, can never die.

Samuel Findley, who had been appointed to open the discussion of Dr. Scott's paper, was absent, and the discussion was opened by Prof. E. T. Tappan.

Dr. A. Schuyler continued the discussion and gave some very interesting illustrations of methods of teaching children to think and reason.

John Hancock made a few remarks in regard to the connection between the teaching of Physiology and Psychology.

The Association then adjourned until the afternoon.

WEDNESDAY AFTERNOON, 2:30 P. M..

The president announced the Committee on Nomination of Officers as follows:—H. M. Parker, A. B. Johnson, John Hancock, J. W. Dowd, J. M. Goodspeed.

An auditing committee was also appointed as follows:—Eli T. Tappan, D. J. Snyder, Arthur Powell.

E. F. Moulton of Warren, then read a paper on

THE SPIRIT OF THE TEACHER.

It was remarked, not long since, by an eminent Statesman that Public-School education seemed, at the present time, to be a question of brain versus brick and mortar. It strikes us it is more a question of the teacher versus the system, of the spirit versus the letter, of the soul versus the body. System in our schools has become so systematized that there is but little left except system. All the energies of the human intellect, and all the ingenuity of which it is capable have been concentrated upon system and method until there has been erected an educational structure magnificent in its systematic arrangement. Is there not danger that it will soon become a body without a spirit, and dead? Are not the vital forces of this body educational extinct, or rapidly becoming so, strangled and smothered by too much system? Are not the teachers and even the children becoming largely a *material* part of the mechanism? Are not these elements which should be spiritual and vital becoming so materialized and inactive that the material forces of the system are controlling and absorbing the spiritual and intellectual, thus reducing the teacher to a mere puppet where properly *he* should be the controlling spirit, the vitalizing and energizing force of the entire system? In other words is not the system absorbing and controlling the energies of the teacher instead of the teachers controlling and utilizing the system in

accomplishing the work for which the system was instituted, and to which the teacher is called? Is not the teacher in danger of losing his individuality in the complexity of the machines that he is trying to run, but which in reality is in danger of running him?

These are questions thrown out, not for answers, but for serious thought and reflection; also for a sort of apology for a lack of the proper spirit found in many of the teachers abroad in the land to-day. Certainly the whole tendency of too much system in school affairs is repressing in its effects upon the teacher in that it sets up limitation to individual thought and effort. It suppresses every aspiration of the soul for original and independent action. Freedom of thought and action are indispensable to all mental and spiritual growth. Take away this freedom and growth stops. Circumscribe it and repression begins. There are other limitations that beset the teacher at every point, the tendency of which is to kill the spirit and fetter the soul. If then in discussing the subject, the *Spirit* of the *Teacher* we find many things to criticize and even to censure, let us not forget that much of the fault may be in the system rather than in the teacher.

Mary Clemmer has said, "After all, it is the soul of things that speaks beyond all speech." "The animus of a deed is more potent than the deed itself." So it is the spirit of the teacher, though voiceless, that speaks for all time and reaches out into the eternities. It is the soul of the words uttered and the things done that makes both omnipotent, whether they be good or whether they be evil. The motor-power that gives life, force, and efficiency to all the activities of the school is the spirit actuating the teacher. "Out of the heart are the issues of life." Out of the teacher's heart must come the issues of life to the whole educational body. His blood coursing through the arteries and veins of the entire system must give it vitality, energy, and activity. He must breathe into its nostrils the breath of life till it shall become a living soul. His spirit must pervade its every part. Out of his spirit should come seven other spirits: the spirit of work, the spirit of progress, the spirit of investigation, the spirit of cheerfulness, the spirit of self-consecration, the spirit of patriotism, and a professional spirit.

The teacher should not only possess the spirit of work, but the spirit of work should possess the teacher. There is no royal road to learning is a saying oft repeated, but no more true than that there is no royal road to success in teaching. The road is ever ascending, and the successful teacher is ever climbing. If, after many days, he has gained an eminence satisfactory to himself by constant labor, it is only by continued and persevering effort he can maintain it. There is no level plain upon which the weary traveller can stop for rest. The higher he climbs, the fewer the resting-places.

Teachers must be thinkers and toilers, toilers and thinkers. For to them thought is toil and toil is thought. Their work is brain-work, nerve-work, heart-work. Constant and ever-varying demands are made upon the teacher. The draught is upon mind, heart, and body. Whether the vital forces of these organs are sufficient to bear the draught is a question solved only by time and experience.

It is in this ever-returning and unremitting work that the temper of the teacher is tried, his spirit tested. Sometimes the spirit is willing and the flesh is weak. Frequently the flesh is strong and the spirit weak. This class of teachers bewail Adam's fall because of its entailment of toil upon the human race. They rail at Eve because of her part in the transaction. These teachers are those called out of respect to their feelings—"constitutionally tired." There happens to be no room for them in our profession. They are soon buried in an accumulation of work, and pass away to be seen no more of men.

There is another class, a sort of Shylock class. These propose to have what is in the bond, to give and to take the pound of flesh, nothing more, nothing less. To them the five or six hours in the day, the five days in the week, and the thirty-six, thirty-eight, and forty weeks in the year are sacred and inviolable. Their conscientious scruples will not permit them to transgress one jot or tittle of this law. They are as strict as the most straitest sect of the Pharisees in the observance of this particular part of the code. There was a man in our county who was *so* conscientious in this respect, and so truthful with all, that he declared openly, that if the bell should ring for 12 or 4 o'clock he would stop in the middle of a word of two syllables—if he happened to be pronouncing words at the time—and close his school. Such conscientiousness is *astonishing*, the spirit exhibited contemptible. The teachers of this class are usually very punctilious in their teaching. With one eye on the clock and the other on the text-book—this is necessary for it is not in the bond that they should spend time out of school to prepare lessons—they peg away at their pupils with the same animation and the same spirit as the shoemaker pegs away at his last. The only difference is, the one is driving pegs into the *soles* of shoes, the other into the *souls* of children. But what are souls? What is character? What is manhood and womanhood? What is the training of these children for citizens to them? They reply that training youth for citizenship, developing character, disciplining the mind, unfolding manhood and womanhood are not in the bond. They are paid to teach school. To insist that the pupils go through the routine work of getting lessons and reciting them, is their business. These are their duties *per specifications*. These are in the contract. These they do.

The money consideration in the teachers' profession, as well as in every other is a matter of importance. A living for himself and family must be obtained by his profession. The more comfortable and independent the living the more effective the efforts of the teacher. The reverse of this is true, the more efficient the teacher the more comfortable the living. "High salary and high efficiency usually go together." But as has been said by a distinguished teacher, there is a wide difference between making a livelihood by one's profession, and discharging professional duties for the sake of the livelihood. Labor and pay naturally go together. But if money is the only reward for a life spent in the school-room, poor indeed is the teacher, and his living is purchased at a fearful price. That part of a teacher's work for which he is not, nor cannot be paid in money is the grandest, noblest, and most enduring of

all that he accomplishes. The teacher possessed of the true spirit is rich, though poor, the one lacking this spirit is poor, though rich,—the one is a Lazarus in Abraham's bosom, the other a Dives lifting up his eyes afar off. To work to accomplish what is laid down in the course of study and to bring the pupils up to a high standard of per cents is not only necessary but laudable, but to work for no higher standard is voluntary servitude. To work for pay, to work for per cents, to work to the course is needful, but if these are the end and aim of the teacher's efforts, then indeed are we "dumb driven cattle," and not "heroes in the strife."

The perpetuity of our Government and of all its institutions depends so largely upon the intellectual enlightenment, and the moral development of its people, that it seems to me the work of the teachers in this country is vastly more important and far-reaching than that of the teachers in any other country with a government not similar to our own. The roots of our national life are in the schools and they must draw their nourishment from the brains and hearts of the teachers.

The teachers of my age and older are but the fragments of a generation of men who sacrificed all upon their country's altar. Their bodies have mouldered long ago on the fields where they fell, but "their souls are marching on." The roots they nourished with their blood we must keep alive with as full a consecration of our lives to the perpetuity of the Union, in our way, as they made of theirs in their way. They died for the nation. We are to live for it. In the Franco-German war it was said the schoolmaster gained the German victories. In America let it be said that the schoolmaster, for all time, without war, and without bloodshed, maintained the victories gained by his fathers, his brothers, and himself. The heroes and the patriots in our school-rooms can do this if the spirit of patriotism is kept burning in their hearts and the true spirit of teachers possesses their souls. Teachers are the salt of the earth, but if the salt has lost its savor wherewith shall it be salted?

In the teachers are the saving qualities of all that is good and desirable. It is for them to perpetuate the civilization of to-day. This civilization is the outgrowth of eighteen centuries of Christian teaching. The schoolhouse and the church are the sources thereof. These are sending out streams of light into every land. Even the islands of the sea are becoming illumined thereby. Countries that have been in voluntary mental darkness since the creation of man are feeling their influence. In these lands churches and school-houses are building under the sanction of Governments whose vital principles have been the ignorance of their subjects. These same governments are reaching out for teachers of ability, even into Ohio. To preserve and extend these influences is the work of the teacher. If the salt has not lost its savor he will do it. The most astonishing advance in art, science, culture, invention, and in all the activities of life, for the last century is due to an equal advance of educational facilities. Progress in these things has simply followed in the wake of the school-house.

If the next century keeps in advance of the last in the results of culture the teacher must break away from the old formulas, shake off the old shackles, get out of the old grooves, and come up into the free

air of the new century, and catch its spirit. This is the spirit of progress coupled with the spirit of investigation. This spirit will lead the mind to reach out, and down, and up, ever broadening, deepening, and elevating itself until its possessor shall stand forth well equipped for the duties of his calling. The efforts of a teacher possessed of this spirit will be far-reaching, in that he will be able to imbue his pupils with the same spirit. This will incite in their hearts a love for knowledge—an earnest desire to obtain it, and at the same time develop the mental power that will enable them to obtain that which they desire. We prophesy that the near future will demand instruction that will develop in the mind of the pupils this spirit of investigation, a disposition to reach out by itself and in its own strength for information and knowledge, a spirit to depend less upon helps from without, and more upon helps from within. Such instruction will produce a subjective development of all the mental faculties by their own exercise. By this means not only growth but strength will be produced. The child will take his food, masticate and digest it, and will grow to manhood, but will gain no strength of bone or muscle only as he exercises every function of the body. The same is exactly true of the functions of the mind and heart. They may be well fed, but they will gain strength only through exercise. As such instruction will be in demand, so will teachers capable of giving such instruction be in demand. The demand will be for the "educo" in education, not so much for the "instruo." Many teachers can impart knowledge, few can develop mental power, many can direct, few can train, many can instruct, few can educate. Teachers that can educate in the broadest sense of the word are not only born teachers, but are born men and women. Genuine manly character can only be developed by genuine manly men. Genius in embryo in the child is only unfolded by genius in the teacher. Intellectual acūmen by the same means. Manliness follows the same universal law of development. Like begets like. Flint to flint brings out the fire.

The teacher cannot exercise an influence over his scholars only according to what there is in himself. He cannot lift them higher than he himself stands, nor induce them to attempt to reach an eminence he has not already obtained. Every teacher stands on an eminence in the eyes of his pupils. They elevate him to this position by their own natural instincts. This is a strong evidence of its being his proper place. Woe to that teacher who is unable to maintain by his own moral and intellectual worth the eminence to which his pupils have raised him. Then, first and last, a teacher must be imbued with the spirit of genuineness. To his pupils he cannot disguise what there *is* or what there *is not* in him. The ears of any disguise will soon protrude and his true character be revealed. Scholars of the present generation will not long feed upon stones proffered them for bread without discovering the nature of the food. Neither will they soon forget the hand that fain would have filled them with the husks the swine would not eat. The spirit and not the semblance of truth and genuineness must prevail. The teachers' profession is not the place for quacks. His motto must be *esse* and not *esse videri.*

Underlying all the teachers' feelings, thoughts, and acts, should be the *professional spirit.* This spirit is manifest in our relations to each other and to the great subject of popular education everywhere. It calls the teacher out of and away from himself to exemplify the golden rule, to do unto others as you would that others should do unto you; also the law of the prophets, to love our neighbors as ourselves, etc. The teaching here is as old as the language that gave it birth. But when uttered by the Great Teacher it received a new birth. The spirit of Divinity breathed upon it and it became immortalized.

Let the teachers give it a new baptism and accept it as the motto of the new profession, as Henry Ward Beecher has been pleased to name our profession. Let this be the gospel of the new profession. Let it be preached pure and undefiled by every teacher that dares to enter its ranks. But in louder tones than can be voiced by tongue or pen let our acts speak, and our practice be more manifest than our preaching. From every dome of every school-house in the land let the teachers' banner be raised and upon it inscribed the words of the crusaders, "In hoc signo vinco."

The power of the teachers as a body has never been felt, because it has never been exerted. What has been done to promote and strengthen their cause has been done, for the most part, by individual efforts in the communities in which the teachers dwell.

In our organized capacity we have exerted no influence except upon each other. We have discussed theories and gone home and tried to put them into practice. We have planned a better system for our country schools. We have been harmonious in regard to their special needs, and the remedies that ought to be applied. We have appointed committees to lay our plans before the State Legislature. With what results you know only too well. It seems to be a principle with the average legislator to oppose whatever the teachers propose. He seems to think that whatever the teachers ask in the way of legislation to advance the interest of education in the State is, in some way, to redound to their own personal aggrandizement. He will not believe that any motive but a purely-selfish one can actuate the human heart—especially the teacher's heart. Is it possible that he has good reasons, or any reason for his belief? By their words or acts are the teachers leading to this distrust on the part of the legislators? In our association with these gentlemen, have they found us so weak in character, or judgment, or *influence* that they deem it wise not to heed our petitions, or give ear to our counsels? Or, is it because we are divided in our petitions and counsels that they do not listen to us? These are questions we would do well to consider in relation to ourselves as teachers when inclined to censure the men who make our laws. If our professional spirit were stronger, our professional influence would have greater weight. If we are weak, we are only weak because we do not sustain each other and the great cause we represent with a united front. In numbers we are strong. The latest statistics show an army of teachers in the world 1,000,000 strong. Nearly 300,000 of these are in the United States, and 23,000 in the State of Ohio. United what a battle we might wage for the enlightenment of the masses, for culture, for honest

principles, for civilization, for better educational facilities as against ignorance, communism, dishonesty, and those who would pull down what we as teachers are striving to build up.

Together we might make ourselves a power in politics and society. Together we might exert a power reaching even into the halls of legislation. Together we might promote and build up a higher ideal of professional life. Together we might control where now we serve. Divided we are as Samson shorn of his locks. Our strength becomes our weakness. I advocate no combination to advance the personal aggrandizement of the teachers, but only to advance the cause for which we have consecrated our lives. The bond that will bind us together for this noble purpose firm and strong is a loyal professional spirit. Our aims, our purposes, and our efforts the same, and the same spirit pervading all will at once make the teacher's influence felt, and his work respected. As our professional spirit is broad, so our professional aims will be broad; and our professional acts effective. Upon these will depend our professional success. We must not stand weakly by and complain because the new profession is not at once recognized as a profession. We must gird on the armor of the spirit and demand recognition, not by words, but by our lives and deeds; not by what we say, but by what we do and *are*. Teaching will be recognized as a profession only when the teacher makes it a profession by the dignity of his professional acts, by a large and broad preparation for its work, and by a full self-consecration of all his talents to its advancement. Do you suppose we would need to wait long for public recognition of our profession if our schools were presided over by a Pestalozzi, a Horace Mann, or a Dr. Arnold? This is impossible I know, but we all can possess their spirit, their devotion to the cause, and their greatness of soul. Possessing these our profession is secure.

Henry Ward Beecher says the obstacles in the way of the new profession is that teaching is made the stepping-stones to all the other professions by the young men, and the waiting-stones of the young ladies until God shall send them something else. Let the stepping-stones lead only to eminence in our own profession and be barred to those who would use them for other purposes. For waiting-stones let teaching still be used till it has fulfilled its highest mission; for the fragment of a woman's life consecrated to teaching, can only add lustre to a profession so eminently her own. She is called of God to the higher mission of motherhood. A crown awaits her as queen of the home. When this call comes the schoolhouse must open its doors and bid her go forth.

Another obstacle in the way of teaching becoming a profession is the haste made by those entering it to seek the highest places. In law, medicine, and the other professions a young man expects to work his way up to eminence, step by step, and he expects to gain each step by long-continued effort. In these he attains position only by merit and hard work. Our younger teachers have yet to learn that this is the only way to reach and maintain a position of eminence in their own profession. They should learn at once that

"Heaven is not reached by a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies;
And we mount to its summit round by round."

Every teacher must be the architect of his own success. He must build his own ladder; then he must climb it. I am grieved to say there are some in the ranks who are striving to reach higher positions on ladders not of their own make. They are willing, under cover, to remove the ladder another has built and climbed, even at the risk of letting down the author and owner thereof—and appropriating the same to their own use. He uses this under the telling argument of more work and less pay. Of course, an article appropriated is always cheaper than one earned. The market price of services paraded under an assumed reputation will always be less than services offered by a man whose reputation has been gained by long years of effort and experience. The young teacher who has the true professional spirit will seek only the places in which he can be a credit to himself and an honor to the profession. His ambition will be to build his own ladder and gain each round upward by his own efforts and through real merit. The path leading upward in our profession can well be likened to a ladder that must be climbed round by round. On the top rounds of this ladder are our Harveys, our McMillans, our Rickoffs, our Stevensons, our Findlays, our Johnsons, our Peaslees, our Parkers, our Walkers, our Burnses, and a host of others. And all along down the ladder we find each in his own proper place and on his own round, and every one more secure and better paid because such ones as I have mentioned are above him.

Palsied be the hand that would weaken in the least the round of the ladder on which any of these our brothers stand, and dumb be that tongue that would utter a word to their harm, to make less their influence and usefulness in the profession. And may the vengeance of a just God be upon that man who at the foot of the ladder would dare to undermine its deep foundation to displace any one who has honestly gained his place on it. Only too soon will those at the top step off upon other shores; and the places that have known them so long and so well will soon know them no more forever. Each succeeding class, all in their time, must follow. It is for those below to see to it that they are prepared to fill the places thus made vacant.

Yet there is another side to this question. The younger teachers in our profession have some rights that the older teachers are bound to respect. It is for those who have gained their position in the profession to reach out the helping hand to their younger and less-experienced brother, who is honestly struggling for his position. It is for them to give them words of encouragement and smiles of approval, to lead them to feel that they, too belong to the common brotherhood, that they are the younger brothers in the family, and just as essential to the life, growth, and perpetuity of the profession as the older. In fact let as all extend to each other that professional courtesy, that brotherly love and sympathy, that ready help in time of need that shall unite us in a band that shall be strong and efficient in promoting the highest interest of our calling.

And may the spirit of the Great Teacher be in our hearts ever impelling us to save the world from ignorance as he would save it from sin.

The discussion of this paper was opened by Chas. L. Loos, and was participated in by Alston Ellis.

A paper on State Assistance was then read by Hon. D. F. De Wolf.

The discussion of this paper was opened by J. Simpson, of Mansfield.

DISCUSSION.

It seems scarcely necessary to say anything in regard to the excellent paper just read in your hearing.

In the preparation and presentation of this paper I shall endeavor to give only an outline of the topics discussed. In doing this I shall make free use of what I have found written, my object being not so much to write something original as to collect what would be most valuable.

While our system of educational appliances is more than ordinary, there can be no question that a greater degree of efficiency can be attained by a more systematic effort on the part of the State. The school interests of the State of Ohio demand a more liberal policy; and the growth of our public schools has been greater than the fostering care of the Legislators of this great common-wealth would seem to indicate.

There is no question in regard to the deep interest manifested by almost all classes in the thorough and systematic training in every department of rudimentary education.

I. The Unification of the Township System.

The argument for the unification of the township system is still somewhat familiar. But it needs to be occasionally re-stated and enforced. It has by some been considered almost impossible to modify our township schools, in other words—to grade them,—not degrade them (that perhaps would be easy enough), with any degree of success. In few instances has even the attempt been made, so far as my knowledge of them extends; and where it has been tried, it has been in a very unsatisfactory and temporary manner.

But the fact is, there is no more trouble in adopting a course of study and adhering to it in a township or country school than in a town or city.

It should be known in every school what branches pupils are to study, and in what order and how long they should study them. Each term there should be a thorough examination of all the youngest as well as the eldest, and a certificate given, stating just where each is in his course. When the full course is completed there should be a public examination and a diploma given, to be ever after kept as authoritative evidence of educational standing. The superintendent of each county—where such an officer exists—should be the official head of the whole system, appoint examination days and conduct examinations either in person or by assistants. These visits of the superintendent would then be looked forward to with great interest by the entire township. It would extricate

out of confusion into visibility and coherence our disorderly arrangement, limit the range of studies to what is necessary, and abridge the teacher from making efforts to introduce what his whim or caprice may suggest. It would make our common schools a systematic whole, and realize somewhat the design they ought to have in the harmonizing and complete education of our children and youth. There is no reform so imperatively needed just now as this, and our State Legislature would do a great and practical work by enforcing upon those in charge of our schools, the adoption of some such plan.

As to the benefits arising from such a system we have not time here to speak. Nor is it absolutely necessary to enumerate them, if even the time were at our command. Let a single illustration suffice. In order to supply a city with water it is requisite in the first place to construct a reservoir on an elevated site, and of sufficient capacity to answer all demands that may be made upon it. From this reservoir a main pipe is laid to the borders of the city; and from it again, numberless branches diverge, which divide and subdivide, till the pure element is brought to every door and enjoyed by every inhabitant. It would be the same in a *unified* or graded township system.

As the inhabitants of a city cannot all resort to the main reservoir, so neither can all pupils of different attainments draw knowledge from the original or higher sources. There must be different grades of teaching from the primary up to the highest grade. Thus we see the necessity o these grades both of pupils and teachers, and of a uniform system of teaching and of the branches taught. The only serious objection to the plan as already submitted, would be the distance some of the pupils would have to travel in order to attend the graded school.

II. County Supervision.

The demand for county supervision may or may not be on the increase. We have not the means of ascertaining. Our State Commissioner in his report to the General Assembly some ten or twelve years ago affirmed then most positively as to the increase of the demand. He says, "The resolutions passed by educational associations and by numerous Teachers' Institutes, and the assent to these resolutions of the intelligent friends of education, clearly indicate that something more is needed to infuse new life into the schools, especially those of the rural districts. The beneficial effect of supervision on the schools in cities and towns has demonstrated the fact that judicious supervision is a powerful educational agency." In the First Annual Report of the Superintendent of common schools, made by the Hon. Samuel Lewis in 1838, is found the following language in the discussion of the duty of county auditors: "The best plan and in the end the cheapest, would no doubt be to have a county superintendent who should perform all the duties, visit all the districts, examine teachers, and make returns, look after school property and funds, settle controversies, and perform all the labor now so much complained of,—leaving to the district officers as little trouble as possible. In his Second Report made in the latter part of the same year, Mr. Lewis said:

"This officer (the county auditor,) is elected more in reference to other considerations than with regard to school interests. His other duties require much of his time, and in too many cases, school interests are considered merely incidental, to be done when leisure will permit, rather than primary, to be attended to promptly as of the first importance." In his Third Report, made in the latter part of 1839, Mr. Lewis said:

"I advert to this point to say my experience confirms me in the opinion that there must ultimately be a county officer whose special business it shall be to attend to all school duties, if we intend to elevate our system to the proper standard. It is now a great embarrassment to be compelled to rely on officers whose main attention is employed on other objects, and who accustom themselves to consider school duty as merely incidental. There are some good officers in reference to school duties, but some seem to think all their labor in this department gratuitous, and are far from furnishing proper aid in carrying into effect the school law. I am clearly of the opinion that it would be a saving of expense to have such a county officer, and that it would essentially aid in rendering permanent and prosperous the cause of universal education."

The Hon. John A. Norris in his Fourteenth Annual Report of the Commissioner of Common Schools, for the year ending Aug. 31, 1867, has given copious extracts from the reports of his predecessors, Messrs. Galloway, King, Barney, Smyth, and White, as well as the testimony of Drs. Burrowes and Wickersham of Pennsylvania; Victor M. Rice of New York; J. L. Pickard and J. G. McMynn of Wisconsin; and John P. Brooks and Newton Bateman of Illinois. The State Commissioner in his report of February, 1870, said:—"It is hoped that the General Assembly of Ohio, guided by the experience of other States, and the conclusions reached after more than thirty years of discussion in our own State, will be able to frame a law, that will embody more valuable provisions than have, as yet, been incorporated in any of the laws passed in other States for the establishment of County Superintendency." Our present State Commissioner has assured us, in a recent communication, that he favors "The Unification of the Township System," "County Supervision," and "Normal Schools," and that he says in his paper to this Association that he believes a large proportion of the Legislature—all the intelligent portion,—would personally favor one or more or all of these measures; but that they fear the people are not ready for them—that while he believes they exaggerate this opposition, there is great room for the work of popular enlightenment on the subject,—that other professions will not be likely to discuss it, and that it devolves on us to do this strongly and intelligently. We might quote from other distinguished educators who strongly favor and advocate county supervision. But enough has already been presented in this paper from our own State Commissioners to show the necessity of the creation of such an office by our General Assembly. We will only add that in no wise should it be regarded as a political office. Let the Directors of each county, as is done in Pennsylvania, choose one of the profession—a practical teacher—one well qualified and who has already attained by his merits a certificate from the State, or, in lieu thereof, a diploma from an established and

well-known Institution of learning, and who is also of good moral character, and who is interested in the work of practical instruction, and who will endeavor to promote the same, and we predict that our schools all over the State will in a short time rank with the best, if, indeed, they will not take precedence of those of sister States. We are heartily in favor of county supervision, believing from our own reading and observation, as well as from experience in the relation we have for many years sustained to the schools, that the system, though not entirely free from objections, is yet worthy of our earnest consideration. Let us by all means, use our best endeavors to secure for it a fair trial.

III. Normal Schools.

Schools in all directions are evidently improving in their character, but much still remains to be done. In what way then can the objects be better accomplished than by establishing State Normal Schools. How can teachers become better teachers, and how can those seeking the profession become better qualified for the profession than by attending one of these institutions and receiving from it a certificate or diploma to that effect. There are perhaps now more than fifty incorporated State Normal Schools in the United States, having in attendance from twenty to thirty thousand students, whose aggregate of annual appropriations is not far short of five hundred thousand dollars, and the valuation of property held by them would not be less than four millions of dollars. Establish State Normal Schools and there would be an ambitious, perhaps a jealous rivalry among the different communities to secure the location of such progressive institutions. We happen to know that in Pennsylvania, New York, Wisconsin, Delaware, and Illinois not only large State appropriations are made toward their establishment, but also large individual investments are made to secure their location in certain places. As to the necessity of such institutions we need only say that the age in which we live is one of research and discovery. The sciences have kept pace with the progress of every other object. The result is exemplified in the general development of mind, in the improvement of the arts, and in the diffusion of knowledge. Should we not then as teachers be remiss in our duty, were we to sit at our desks, and make no efforts to educate public sentiment; make no efforts to advance the progress of moral and scientific light beyond our school-rooms; make no endeavors to spread farther and wider the knowledge we possess? Where is the educator who will fail, who will even hesitate, to answer in the affirmative?

Next to religion, education is the guardian protector of our liberties, the tutelary genius that is to preside over our liberties, and the spirit that is to scatter intellectual wealth from one end of our country to the other; and cold indeed must that heart be whose whole soul is not kindled into fervent aspirations for its success. The office of the teacher is one of the noblest on earth. It requires higher ability than any other, for the highest ability is that which penetrates farthest into human nature; comprehends the mind in all its capacity; traces the laws of thought and moral action; understands the perfections and imperfections of human nature and how it may be approached; understands the springs

and motives by which the child is to be roused into the most vigorous and harmonious action of all its faculties; and knows how to blend and modify the influences which outward circumstances exert on the youthful mind. The speculations of the statesman are shallow compared with these. His chief function is to watch over the outward interests of his constituents; that of the educator to quicken and enlighten the mind. The former must study and manage the passions and prejudices of the community in which he dwells and which he represents; the latter must study the essential, the deepest and loftiest principles of human nature. The Statesman works with coarse instruments and for the coarsest ends; the educator is to work by the most refined influence on that delicate ethereal essence, the immortal mind. The destiny of mind, is, as it were, given over to his care, and he alone is accountable for the commitment of the charge. The educator, who steps into a train of such imposing obligations should qualify himself for it with all the aids in his power. He should make it a matter of constant impression, that he is responsible for the character he forms; that the memory of the school is the record of his conduct; that the influence he exerts upon the group around him, is recognized in the visions of an unseen eye, and written in the Register of all human actions. The school is formed for the ostensible purpose of receiving instruction, and its teacher should be competent—well qualified to discharge his duties. Hence to teach with certainty and correctness, he should be well taught himself. A smatterer in learning will not answer. His mind also should be thoroughly disciplined in its own operations, and abundantly supplied,—stored with materials of instruction. Much knowledge is requisite to teach with proper effect. The mind must be well trained in the highest branches of learning before its elements can be clearly comprehended or inculcated with precision.

Mind, like matter, moves in the direction of its impelling force, and if the first impulse be given to it at the wrong point, unless its momentum be resisted and overcome by some opposing power, it will move onward in the path of error, it will drive along its downward way with a velocity accelerated by all the elements of its own depravity, and the gravity of every vice, till it finally passes away and is lost in the dreary space far beyond the reach of hope and the affinity of moral good. Again the teacher should be vigilant and industrious. There is no time to be wasted where minds are to be formed and cultivated. He sails upon a sea that knows no calm, and his canvas should be always set. To miss the breeze or lose his course hinders or endangers the crew. If it is wrong to be idle in the ordinary occupations of life, it is criminal to be so in this; for the misguidance and misimprovement operate as a tax, and a perpetual embarrassment upon every subsequent interest. Finally, the success of a school is based upon its discipline. Firmness, moral firmness, is therefore a marked requisition in the character of the teacher; and though he be qualified in every other respect, yet, if he be wanting in this, his labors are vain and his usefulness is lost.

Now if these are only some of the requisite qualifications of the real teacher, where shall he obtain them? It is admitted that nature herself must do something; must lay perhaps the foundation for art to build

upon. Must the individual in his aspirations for success in his chosen profession of a teacher, toil and labor comparatively alone, and struggle through long years of self-application for eminence in the profession? Establish State Normal Schools and his labors are lightened,—the requisite qualifications are sooner obtained,—his aspirations are more surely achieved.

The discussion was further engaged in by E. T. Tappan, J. C. Kinney, Jos. F. Lukens, and J. B. Peaslee. A motion was offered by Mr. Peaslee that this Association recommend and desire the passage of the Bill providing for County Supervision.

This was discussed by John Hancock and Heber Holbrook. A letter was read from Judge Dial of Springfield, showing the treatment of the School Bills by the Legislature.

A motion was made by W. W. Ross to amend by substituting the township system for "the County Superintendency." The amendment was accepted and the subject further discussed by Reuben McMillan, Hancock, Parker, Tappan, De Wolf, Woods, and Lukens.

Mr. Peaslee moved to defer the further discussion of the question until to-morrow morning at 8½ o'clock. The motion was adopted.

President Ogden then yielded the chair to Pres't H. M. Parker, of the Ungraded Section, which then went into session.

The General Association then took a recess until 8½ P. M.

WEDNESDAY EVENING.

At 8:45 P. M. the Association reassembled and listened to the lecture of Prof. W. I. Marshall, on

"WONDERLAND," "THE YELLOWSTONE OR NATIONAL PARK."

Mr. Marshall briefly described the location of the National Park as being in the northwest corner of Wyoming Territory, stretching a little way over into Montana and Idaho, covering the country about the extreme headwaters of the Madison, Yellowstone, and Gallatin rivers on the eastern slope of the main range of the Rocky Mountains, and Falls Fork of the Snake River on the Pacific slope, and comprising a region sixty-five miles long by fifty-five miles wide, or a tract larger than the States of Delaware and Rhode Island. Though first visited by John Colter more than seventy years ago, and by parties of prospectors for gold mines from Montana in the years from 1863 to 1869, no account of its wonders was

published till the autumn of 1870 and the winter of 1870–71 and the spring of 1871 (the first in Montana newspapers and the latter in the Overland Monthly and Scribner's Monthly). These accounts induced the United States geological survey under Professor Hayden to examine the region more fully in 1871, and so varied, extensive, and unique did they find the phenomena of spouting geysers, boiling and pulsating hot springs, solfataras, fumaroles, and mud volcanoes, and so remarkable the combination of sublime and picturesque scenery of rugged mountains, quiet valleys, noble rivers, beautiful lakes, lofty cataracts, charming cascades, curiously-ornamented rock structures, built up by the geysers and hot springs, and great canons stupendous in depth and gorgeous in coloring, that immediately upon the reception of a report of the season's explorations, Congress, by a unanimous vote of both houses, withdrew the region from sale, and set it apart as a "national park, or perpetual public pleasure ground for the use and enjoyment of all the people." Hitherto practically inaccessible to most tourists because of distance from railroads, the building of the Utah and Northern railroad, just finished into the territory of Montana, and running nearly parallel to the west side of the Park, and nearer to it than any railroad is to Yosemite valley, has opened it to the pleasure travel of the world, which is certain to flow to it in ever-increasing volume as soon as its wonders are generally known. Montana Territory, a region larger than all the New-England States together with New York, New Jersey, and half of Pennsylvania, or two and three-fourths times as large as Wisconsin, is the last of all our territories except Alaska to enjoy the benefits of railroad communication, and as, despite all the disadvantages resulting from its isolated position, requiring hundreds of miles of wagon transportation, it has produced far more of gold and silver than any other territory or State excepting California and Nevada, and has attained an enviable reputation as a grazing and farming region, it is certain that now its fertile valleys, its almost limitless area of finest grazing land, and its rich and varied mineral resources are open to the world, it will furnish a home for a great population, and will produce as much more, not of gold and silver only, but of other useful metals and of beef, mutton, wool, and dairy products than Colorado, as its yield of those things while destitute of railroad communication exceeded that of Colorado while similarly situated. To the borders of, or through some part of Montana travel will go to the Park for many years if not always, as its valleys furnish the natural gateways to Wonderland. After stating the preparations needful for a camping tour in the Park the gas was turned off, and upon a screen twenty feet square a series of photographic transparencies were projected by a powerful calcium light, and each explained as it appeared. These views were all photographs from nature of uncommon clearness and beauty, and many of them elegantly colored. They comprised six cataracts, three cascades, nine views of various great geyser craters, whose beauty of ornamentation is wholly indescribable; views by daylight and by moonlight, of eruptions of great geysers, including "Old Faithful," which every sixty-five minutes spouts a column seven feet by two feet of crystal, clear, boiling hot water, to heights varying from 125 to 175 feet, the

eruptions lasting from four to six minutes, and of the Giant, which at irregular intervals spouts for two or three hours at a time a column five feet in diameter to heights varying from 150 to 250 feet, with vast pillars of steam towering hundreds of feet above the water; views of Sentinel Rock, Tower Rock, the Lone Maiden, the volcanic mushroom, the mud volcano, and a hunting scene; views of Yellowstone and Gallatin lakes; nine views of the mammoth terraced hot springs of Gardiner's River (whose counterpart only exists at one other place in the world, and that, in far away New Zealand); three views of some of the ornamented hot springs of the upper geyser basin, and three views of the lovely leaf forms in lime which adorn the interior of the crater of the periodical hot lake, the whole concluding with the cap of liberty surmounted by the stars and stripes.

THURSDAY, JUNE 30, 1881.

The General Association met at 9:45 A. M. President Ogden in the chair.

An explanation in regard to tickets was made by Mr. Walker.

On motion of R. H. Holbrook it was resolved that a Committee on Resolutions be appointed.

The regular program of the day was then taken up. Hon. J. J. Burns then read the following paper on

ENGLISH LITERATURE FOR THE SCHOOLMASTER.

Having accepted the kind invitation of our worthy executive committee to prepare something for this meeting and upon the general theme of English Literature, I found the following a perplexing query:—In a farm of so many fields, in which one shall I try to raise a little crop? What tangled skeins of thought and sentiment shall I set about to free from snarls and to weave into a new web? Good tillers are plying their art in those fields. Skilled weavers, on better looms than mine, are weaving, with a double thread, fabrics of beautiful tints and durable fiber. I have myself put upon the *free counter* of the market a humble bale. Thus the perplexity grew until relief came to my nerves with the recollection that most of the recent wares have been figured and woven for the schools. Now I can attempt something for the teacher—the very young teacher—not him who will be present when I unroll the goods, but the beginner in the work; who, perchance, may read the account of our proceedings—here my figure fails me and I drop it—in the "Ohio Educational Monthly."

If three minutes of grace are granted, I shall obey the direction of my old text-book on "Aids to Composition," to which I gave so much time to so little profit, and define my subject.

By *English* Literature, I mean the literature of a form of speceh born over a thousand years ago in Angle land and still alive and growing; with an appetite for its fellows like that of Aaron's rod.

The sounds for which its written marks stood when the language was first entrusted to the keeping of *borrowed* letters have, in the lapse of time, no doubt, widely changed. They are not now uniform on the tongues of men over vast stretches of latitude and longitude; still we call the language English, whether spoken from the platform by a Dickens, or Proctor, or Phillips, or Beecher; warbled from the stage by the reigning *prima donna;* shrieked from the stump by the member from the Cohosh Deestrict; harshly consonanted by ye pedagogue who has a conscience about silent letters and likewise a cold in his head; or liquidly vowelled by our Southern girls, whose vocal organs are not frozen up six months of the year, and who happily have escaped the snare of the elocutionary fowler.

An Australian poem and an American novel are *English* Literature.

Widely and etymologically, *Literature* is the sum of all that has been presented to the eye by the use of *letters*—whence the name. In a limited sense it comprises poetry and novels—mental *creations*—; both, however, territories of indefinite boundaries.

But we hear of the literary merit or demerit of a scientific treatise, or of biography, or of that "essence of innumerable biographies"—a history; and Burns and Goldsmith have left us portraits of their respective fathers done in the noblest style of the poetic art. Are these the less poetry because they are truth and not fancy; pictures of real things, and not the products of imagination? Is it important to settle the question whether or not Sweet Auburn ever stood in loveliness upon the plain, before we determine the meed of praise due to him who *described*, or *created* it?

"By poetry," Lord Macaulay said, "we mean the art of doing by means of words what the painter does by means of colors."

This definition revives the true meaning of *poet* in that fine old tongue whence we got it. Under it, Robinson Crusoe and Pilgrim's Progress are poems; and Macaulay's own best poetry is not found among his poems, but in his *prose.* However the present distinction between poetry and prose is a convenient one, and will hardly become obsolete.

It is not easy to draw a clear line around what writings should be termed *literature* in the commonly-received sense, nor is it important. But whatever takes its peculiar verbal form and character from the writer, either by his origination of material—if that *can* be—, his way of combining material, giving the structure, beauty, and symmetry from an infusion of his own soul; strength and grandeur, or weakness and littleness, from building into it his own character, is a literary work. It may be a Paradise Lost, a Hamlet, a One-Horse Chaise, an Elegy, a page of vivid description in a Scientific treatise, a portrait in a history.

While works on Physics, Geology, or Chemistry are not literature, there is, in the best popular works on such subjects, a happy union of science and literature—a lighting of imagination's torch to guide the tardy footsteps of reason—a kindling of the fires of emotion to aid in the reduction of cold facts. The page that teaches may be the page that moves. But when we speak of Literature, as in the title of this address, we are likely to mean those compositions wherein what is called the *originality* of the

artist had the fullest play; in which he has most completely *expressed* himself. The prime end in these is to control the will, to stir the emotions, to rouse the passions, or to please the fancy; and, thereby, rather mould character than store with facts the memory.

A history of English Literature such as Taine's, supplemented by Tyler's American Literature, or Hart's handy catalogue of writers and their books, will afford a miniature of the stream from Caedmon and Bede to Tennyson and Dickens, Longfellow and Hawthorne; and will furnish a faint conception of the bulk, if not of the value, of the cargo.

This stream, in its upper waters called Anglo-Saxon, flowed clear and quiet like the upper Mississippi, but, in course of time, its Missouri—the Northman's wild Latin—poured in; and though it still continued to run in the same grammatical banks, its taste and color underwent a marked change. It rolls on yet, receiving tribute from all sources, and assimilating it. Like the great current which has *humored* my page with an illustration, it asks no one's leave. *Leveed* within dictionaries in its lower reaches, it still loses much of its volume. It knows no rule but that impressed upon it by its divine source. It comes from the *highs*, and flows through the *lowlands* where dwell the children of those who strayed away from Babel.

The stream does not now concern us, but the cargo.

When on a clear night we look at the sky, we see *here* great areas of blue not decked with a single star, *there* illimitable azure, splendid with shining orbs. So it is in the literary firmament.

Few will deny that the most brilliant lights are far back along the path we have come. After making allowance for a tendency to magnify the great men of the past—as objects are larger, seen through mists, or in the twilight—it is an article of our literary creed that Chaucer, Spenser, Bacon, Shakspere, Milton, are stars of the first magnitude; and we sometimes wonder whether their like will ever again come above our horizon.

If we trust Macaulay as our astronomer we shall believe that to bring out such suns, and give them a chance to shine, the age must grow dark again.

"We think," says the Essay on Milton, "that as civilization advances, poetry almost necessarily declines;" and allusion is made to "that most orthodox article of literary faith, that the earliest poets are generally the best"; and Milton himself doubted whether he were not born "an age too late."

Among a people so far back toward the infancy of the race that history tells us nothing of it and even tradition is dumb, was written a poem "the like of which has never been seen in the Bible or out of it" said Carlyle, about the book of Job. Still Carlyle is on the other side of this question, as his essay on Burns will prove. "Let the poets be sure that heroic ages and heroic climates can do little for them." "Will not our own age, one day, be an ancient one"? "Does Homer interest us now because he wrote of what passed out of his native Greece, and two centuries before he was born; or because he wrote of what passed in God's world, and in the heart of man, which is the same after thirty

centuries." "Wherever there is a sky above him, and a world around him, the poet is in his place; for here, too, is man's existence, with its infinite longings and small acquirings; its ever-thwarted, ever-renewed endeavors; its unspeakable aspirations, its fears and hopes that wander through Eternity; and all the mystery of brightness and of gloom that it was ever made of, in any age or climate since man first began to live." "It is not the *material* but the *workman* that is wanting."

Swift quotes, with a fraction of approval, "that Shakspere had been a worse poet had he been a better scholar," and continues in a satirical vein:—"As I take the matter, neither philosophy nor any part of learning is more necessary to poetry, which has been called the 'sum of all learning' than to know the theory of light is to a good painter." "Whereas, therefore, a certain author, called *Petronius Arbiter*, going upon the same mistake, declared that one ingredient of a good poet is '*mens ingenti literarum flumine inundata.*' I do, on the contrary, declare that his assertion (to speak of it in the softest terms) is no better than an invidious and unhandsome reflection on all the gentlemen poets of these times, for much less than a flood or an inundation serves their turn."

The question shall not be put to vote. We may expect to startle the world ourselves some day, and do not wish to lay the axe at the root of the tree which may be intending to grow our laurels, and we so glorify the present age for its material advancement that it is hard to believe, however true it is, that persons who never travelled on a steamship, bowled along behind a locomotive, talked by telegraph, saw an electric light placed on a candlestick, or helloed through a telephone, could be our superiors in a nobler science, had brighter fancies, clearer apprehensions, and as loving hearts.

My intention was, when I set out, to take a more practical road than that over which my pen has waywardly led me, and before it is too late, I draw the rein. By practical, I mean suggestive of something which our friends and allies, the young teachers of Ohio, should *do*, and *why* they should do them.

1. Why should more time be given to purely-literary culture?
2. Some books that are helpful thereto, if not essential.
3. How should these books be used?

A teacher without some degree of the culture to be derived from intimacy with the great models of literary art is, in his efforts at giving instruction in his native tongue, little more than a day-laborer. With this, in a part of his work at least, he is an artist. These classics are immortal text-books on human nature—a science in which the teacher needs to take daily lessons.

"For out of the old fieldes, as men saith,
"Cometh al this newe corne fro yere to yere,
"And out of olde bokes, in good faith,
"Cometh al this newe science that men lere,"

said old Dan Chaucer, in 4th stanza of *The Assembly of Foules.*

Spenser takes up the strain:—

"For deeds doe die however noblie donne
"And thoughts do as themselves decay
"But wise words, taught in numbers
for to runne,
"Recorded by the muses live for ay:"

While Coleridge tells us:—"It is saying less than the truth to affirm that an excellent book is like a well-chosen and well-tended fruit-tree."

Said Carlyle:—"In books lies the soul of the whole past time, the articulate, audible voice of the past."

Wise John Selden in his "*Table-Talk*"—a quaint old book which hinted to Lamb and to Holmes a name for some of their writings, declares that:—"Patience is the chiefest fruit of study. A man that strives to make himself a different thing from other men by much *reading* gains this chiefest good, that in all fortunes he hath something to entertain and comfort himself withal."

In his cabin out there in the woods, by Walden Lake, Thoreau penned many striking sentences, this among them:—"However much we may admire the orator's occasional bursts of eloquence, the noblest-written words are commonly as far *behind* or *above* the fleeting spoken word as the firmament with its stars is behind the clouds. *There* are the stars and they who can may read them." "A written work is the choicest of relics." "It is the work of art nearest to life itself." "Most men have learned to read"—still Thoreau—"to serve a paltry convenience as they have learned to cipher in order to keep accounts and not be cheated in trade; but of reading as a noble intellectual exercise they know little or nothing; yet this only is reading in a high sense, not that which lulls us as a luxury and suffers the nobler faculties to sleep the while, but what we have to stand on tiptoe to reach and devote our most alert and wakeful hours to." Words fitly spoken, worthy to be written in gold over every teacher's library.

Literature opens out to the teacher a wealth of illustration; gives him a vocabulary of words which are the coin current of the school, the social circle, and the public meeting; allows him to drink from a fountain of pure pleasure which never goes dry; and though he may be shut out from the parlors of the moneyed great folks in his neighborhood, he may call upon and be welcomed by the best, the wisest, the wittiest men who have blessed the earth. The pleasures which money can buy are usually locked up from the great rank and file. They have not the key. But a cultivated taste, in a truer sense than was sleep to wise old Sancho, is the "coin that purchaseth all things."

Such high priests in nature's temple as Thomson, Thoreau, Burroughs, Lowell, Ruskin, open the eye, unstop the ear, quicken every finer sense, and fit the soul for a devouter service. The great authors of a literature are the most prominent and durable features of the social or national landscape. We hear of the times of Virgil, but who were the originals of his Corydons and his Phyllises is now of about as much moment as which Cæsar then held the throne; and the most interesting fact connected with Edward III. is that he had the honor to reign in the kingdom of England while Chaucer swayed the sceptre in the Empire of English Letters. Only the guide who has himself an ardent thirst for the pure

fountains can be expected to lead his pupils there. And when he does so lead them and they begin to know what is best in man's history, to appreciate the true, the beautiful, and the good, which are their heritage, then the process called *culture* has begun, the plant of literary taste is taking root.

Thus, too, the teacher gets needed help in his own command of language; for it is not enough for him simply to have something to say, he must know how to say it. If he would convince he must know the art which says, "he that hath ears let him hear."

A wave of popular sentiment is flowing for more and better literary training in our schools. It is quickening some more accessible spots, but there are vast areas, dry and sterile, where no water is. Besides, it should be something more steady and permanent; rather like the "dew that falls unseen at eventide and silently its bounties shed," than like the dash and spray, the ebb and flow of the wave. Shall the great mass of teachers of Ohio lead the van, or bring up the rear? Is the average schoolmaster liberally equipped for the work? Is he infused with the spirit and informed with the knowledge of a number of great authors and their works? Does he give days and nights to their loving study? Has he that enthusiasm which is always infectious, and are his pupils even moderately desiring entrance into the "great store-house of foregone humanities"? If "yes" is the true answer to this brace of allied questions, then happy are the people that are in such a case.

But doubts will arise about the correctness of that affirmative. In how many schools is there only a reading of Readers and a memorizing of grammars! In how many of more pretension is there simply the addition to the course of a text-book on rhetoric and one on English Literature. The study of the former, without constant practice at writing on familiar topics, is much like conning a railway-guide for a route over which one has no intention to travel; while much reading about a book, as a substitute for a study of the book itself, may be likened unto the conduct of the boy who contents himself with the show-bills but does not go to the show. True, the productions sometimes heard at commencements seem to meet this criticism and stifle it; but they also, not seldom, prove the folly of the old notion, that it is practice that makes perfect; and furnish exceptions to an axiom—"*Ex nihilo nihil.*"

Out of the same material of which the world was made brilliant essays and orations start into being encircled in a halo of raiment, ribbons, and roses. Sadly like the attending bouquet in their mingled sweets, and their separation from the paternal stems.

A severe critic could find a simile in a species of American Aloe, which, it is said, after fifteen years of waiting, suddenly bursts forth into flower, but never blooms again.

Here is not the vaguest hint that Commencement performances are always of this cut-flower order. "Sometimes," was my word. "Too often" was my meaning. Sometimes, again, they are a motley marshalling of words culled from the poetic pages of the dictionary, each following its predecessor because, its predecessor had gone before. Some other times, thanks be to sensible teachers and worthy pupils, they are plain,

modest, familiar compositions upon some matter within the writers' realm of thought, honestly wrought out by their own powers. May their tribe increase!

The remedy for the present state of things is for qualified teachers to devote much more time and attention to having their pupils write upon those familiar topics, and to the study of English classics, from almost the lowest schools, altogether to the highest. To read them, talk them, translate them into other English words, even *parse* them.

Now some eminent teachers or writers have said severe things concerning the using of great authors for analysis and parsing. They protest against placing dead Cæsar in as great danger of being misconstrued as live Cæsar sometimes was.

Is the ground of objection well taken? It seems to me, that if this sentential analysis and verbal parsing is a fruitful practice—and of that I have little doubt—the best models should be selected. The minute attention given them is apt to fasten them in the memory, and it is better to fill the mental purse with coins than with counters. Does "John, shut the door," better illustrate the nominative by address than:

> "Ye myrtles brown, with ivy never sere,
> I come to pluck your berries harsh and crude,
> And with forced fingers rude
> Shatter your leaves before the mellowing year,
> For Lycidas is dead, dead ere his prime"?

And has not apposition as fine an example in:—

> "How often have I paused on every charm,
> The sheltered cot, the cultivated farm,
> The never-failing brook, the busy mill,
> The decent church that topt the neighboring hill,"

as in the sentence which stands out prominent at the top of the page in my old grammar-book, "Alexander the coppersmith was not the friend of the Apostle Paul"? But even if etymology and syntax are to be the sum of present effort, the class may well have exercises in classic English and study their specimens *in situ*.

As for the parsing of Shakspere and Milton and Goldsmith's giving a distaste for these great lay-apostles, maybe those who assert this are willing to excuse their present neglect of such writers as happened to be the victim of their class-room anatomy. And suppose, here and there, we find a person for whom an author's sweets have been soured by the acid of recitation; no doubt there is a much larger number to whom those recitations proved an open door into pastures new, and not an excuse for straying without.

I have done my full share of abuse of the practice of substituting grammar for literature. But to object to the best possible material in the one because the other is not always its attendant, or its sequel, is to make a blunder like that of some good clergyman who declaim against morality because the moral man is not necessarily a Christian. Painters and sculptors study the masters. Students of language with infinitely-easier access to the masters are often content with the daubs of the journeymen

Any one rightly discerning the signs must admit that, in this matter of reading there is much pretense; especially relating to a familiarity with rare books and rarely-read books. When a young man, who read virtually nothing at all before he began to answer roll-call at some college, in an oration after a brief year or two, uses the names of the old masters in such a way that it is easy to fancy him grasping by the hand Chaucer, Jonson, and Shakspere, and addressing them as Geoff, Ben, and Billy, one is led to fear for that young man's future. And similar forebodings are called out by his classmate who drops into philosophy. "With no middle flight (he) means to soar," but takes his adventurous way "deeper than reason's plummet" let fall by unskilled hands is likely to sink.

> Then as he leaves the stand
> With a bouquet in each hand,
> The gathered savants sitting by
> With a smile on their lip and pride in their eye,
> Say, it's just as plain as the rule of three,
> Since this young man's oration is so much too deep for me,
> What an unfathomably-profound old man this young man's
> teacher must be.

Under my second head I shall not write out a list of literary works and say to the students:—"Read these and thou shalt be learned." The wisdom of that practice allows room to doubt. However, not much harm comes to any class of readers or hearers. Those who pay but polite attention and straightway forget what manner of speech it was, are little hurt. Those who receive suggestion into willing ears, and begin to act thereon, will read some of the first books on the list. It may be assumed that these, at least, are really good; and when they are mastered the reader has probably hit upon what will suit his taste, and supply his needs, and will mark out a path for himself.

But though one should not make his taste the rule for another's action, so much time is lost, often, before the discovery that a thing in books' clothing is not a real book, that it is well to know what others think of it.

Besides, why may we not talk of our en-volumed friends? If some great man or woman had come to see us at our home, and had supped and talked with us, our neighbors would be very surly if, next day, they would not hear a little gossip about our guest. How he was clad. What his peculiar taste seemed to be. What wise and witty things he said to us, and what witty and wise things we said to him. (This last clause is a diluted sarcasm on commentators' parade of learning.) The American schoolmaster should know something of the literature of his own country and of contemporary writers in England.

Every one to his taste again, but I should be glad to see my twenty-year-old boy, who, we will say, knows enough of text-book matters to procure him a certificate to teach school, but who has read little, thumbing over *The Sketch-Book*. Let it, if it will, be a little torn and dogs'-eared. In such case Charles Lamb thought that *Thomson's Seasons* looked best. If his eye tended to moisten at its pathos, and its humor kindled a broad smile on his face, I should say:—"God bless Washington Irving"! On his shelf of the old family book-case should be found

lurking in some of the volumes there, *Thanatopsis*, *Lines to a Waterfowl*, *Miles Standish*, *The Adirondacks*, *Snow Bound*, *Sir Launfal*, *The Old Gentleman;* some of the best essays of Thoreau and Mitchell, and Emerson and Lowell, and Whipple; a few of Poe's least scary sketches, the *House of Seven Gables;* and I have a notion to add, Artemus Ward's *At the Tomb of Shakspere*, and Mark Twain's *Guides at Genoa*. Strike but hear me! I don't mean for my protegé to read the entire books of these last-named writers, or any others, who are funny by contract and under copyright; but I am in favor of humor—the genuine stuff. It is like quinine, an arterial stimulant; and acts as a brisk breeze to blow away the fogs which are wont to linger over the lowlands of a teacher's daily life.

No mention is here made of the genuine works on most branches of human knowledge—science, history, biography, theology, which our country claims as her own, for I am confining my topic to the narrower limits indicated at the opening. And I do not insist that your boy shall read and love these good things I've named. They are for mine, but I must hint that yours will hardly find better. But however fervent his Americanism he must not restrict his collection of literary diamonds to the mines, this side the Atlantic. He must not change the proper adjective and echo the query once scornfully asked in the old country: "Who reads an English book"? I see they still claim superiority over there. The London Bookseller in noticing the invasion of England by American periodical literature has just asserted:—"We have more writers and better ones than the Americans; yet they find a market in England for their magazines, and we plead guilty to a degree of *Chauvinism* in contemplating this fact. Well, this is not the country for *Chauvinism*, unless we may derive that rare word from another root. "*L'occasion est chauve*," which, being interpreted, means, "Opportunity is bold behind," of course if you wish to catch it "seize it by the foretop." America has seized many opportunities. Our country is a State in the grand Confederacy of English Letters and our patriotism must not be hemmed in by State lines.

An English-speaking people can not afford to cut away its branch from the great tree of English Literature; planted by the "most perfect character of history, King Alfred; and tended by scores of noble Apolloses; and whose leaves are for the healing of the nations.

But not to forget my boy. Because I admire the power which created *Vanity Fair* and *Esmond*, I am not estopped from telling the young man that the *Virginians* is not a great literary work. He has my permission to buy and read a plain copy of *Adam Bede*. Not so, to purchase a set of the author's works, however popular those later ones are—people who do not understand them serving as an echo of the plaudits of those who do. He may make the acquaintance of *Copperfield*. I mildly insist on his trying *Pickwick*, and he can have my company in the reading and the laughing, but if he give his hard-earned dimes for *Chuzzlewit* and *Little Dorrit* and *Hard Times*, I shall take vengeance by going to sleep when he reads them to me.

A writer may call forth from the vasty deep of his imagination some

real spirits which, incarnated in words, will not die. If he write much he will probably bring forth other spirits, not born of genius, but manufactured for the market. Even Sir Walter did this, as my youth will perceive when, after reading *Ivanhoe* and *Guy Mannering*, he takes *Woodstock* or *Count Robert of Paris*.

But a host of novels must be passed without mention. I have not read them; do not wish to read them; shall say to my young teacher who pants after the cooling springs of literature:—"You have not time for these, and if you had, this practice may be carried too far." I would heartily commend to him a remark credited to Metternich:—"Novels, I never read unless they have become classics and thus have some literary value." I would proffer him the cup of literary criticism or essay writing. If he makes a wry face at Carlyle's *Burns*, there's little hope of his drinking a full draught of Macaulay's *Milton*, though he may relish the same writer's essay on *Lord Bacon*, or *Addison*, or *Pilgrim's Progress*, or *Johnson*. It would be my duty to caution him, that while there are many literary critics, literary criticism is far from an exact science; and if the question be asked how stupid may a man be and yet write a large volume of his notions on this subject, my answer will be to take down a book by an Edinburgh Professor, in which the author quotes a paradoxical, but very witty saying of Jeffrey:—"It is well known that the ancients have *stolen* most of *our* bright thoughts," and then soberly argues against the truth of the assertion. "How, indeed, could they steal from us what they possessed before we were in existence." Would even a surgical operation do any good in this case?

The youth who has been patiently suffering me to practise on him was, at setting out, some twenty years old. He might have read most of the things named in this paper before that time, but he did not. He has not confined his study to literature, but has devoted busy hours to broaden out his knowledge on all the subjects in which he gives instruction; besides making progress in his special personal study which he uses as a whetstone to sharpen the edge of his wit. It is either Mathematics, or Latin, or Greek, or Botany, or Geology, or Astronomy, or Physics, or something else. His main reading, though, has been literature—frequent draughts from the great springs of thought and feeling; and now his years are several more than twenty. He does not need further tutoring, perhaps. The fact is, it has been all along but friendly suggestion—nothing of the *ipse-dixit*.

But in our good-bye chat, I must urge him to select, in each prominent era, some representative writer's best work for careful study of thought and language. His life should also be attentively considered, with a survey of his contemporaries, as this will throw light upon his writings, will show us some of his thought translated into acts instead of words, and will gratify a laudable curiosity to know the testator who bequeathed us these mental hereditaments. These eras are not here named, nor any outline of the literary constellations given. We should hardly differ as to them though, without doubt, we should, did we attempt to rank the stars.

Why not guide our study of history by the great literary landmarks rather than by statesmen and warriors? James slept with his fathers and Charles his son reigned in his stead, and what of that? Emerson says—in the *Fortune of the Republic*—that, Our sleepy civilization, ever since Roger Bacon and Monk Schwartz invented gunpowder, has built its whole art of war on an extension of a gun-barrel; and has it not built the arts of peace mainly on the extension of a goose-quill?

Then we may learn much of history from so-called fiction in prose or poetry. Are not the manners and habits of thought of the age of Victoria well shown in the pages of Thackeray and Dickens and George Eliot? What historian gives truer and brighter pictures of early New England than Hawthorne and the poets whose names are on the tongues of our children? Though a writer in the "Contemporary Review" does think that Hawthorne "did not understand Puritanism after all."

After noticing how Hume and Lingard differ, and what Prof. Seeley and Prof. Aytoun and Hugh Miller think of Macaulay as a historian, and what Macaulay thinks of Hume, Gibbon, Mitford, and the Editor of the continuation of Sir James Mackintosh's History, maybe we had better avoid sharp corners and get our *facts* from Chaucer and Shakspere and Fielding and Pope and Lamb.

We may as well take our Henry VIII. from Shakspere as from Froude. "We may refuse to believe," says McCarthy, "that Froude's Henry is the Henry of history, but we cannot deny that he makes us see his Henry as vividly as if he stood in life before us,—a dangerous gift for a historian."

Whose Mary shall we accept as the likeness of the Queen of Scots?

A brilliant essayist, when writing a review of a historic fragment just published, said that "history written in this manner would be more in request at the circulating libraries than the last novel," and he foretold the fate of his own then unwritten "History of England." But in order so to write, it is asserted that he often dipt his brush in fancy rather than fact, as, for instance, when he painted that grim face of Lord Dundee, or that terrible union of lurid lights and black shadows—the Massacre of Glencoe.

Diderot wrote to Richardson:—"I dare pronounce that the most veritable history is full of fictions, and thy romances full of truths. History paints some individuals; thou paintest the human race."

But not in earnest would I be thought to speak lightly of the diligent reading of the great historians, proper; such as Hume, Gibbon, Rollin, Hallam, Robertson, Macaulay, Motley, Prescott, Parkman, Guizot, Green, and others, perhaps the peers of these whose works I have not read. Historians are men and not angels; usually advocates and not judges; and where the writer warms to his work in discussing any great crisis of human affairs the reader must learn to doubt bravely. Now I shall be under a cumulative obligation if you will permit me to call the last few pages an episode, and not count it against me, while I resume my thread.

I have a learned friend who epigrammatically says:—"When I read poetry I read Shakspere, because when I read Shakspere I read poetry."

True, no doubt, as stated. Granted that Shakspere is the great central luminary of the literary heaven. Who but the blind can doubt it? The sun goes down at times and lets milder moons imparadise the night. When that other sun imitates his example we enjoy his light all the more, next day. If the day never died we should never see the glory of its resurrection. (This remark is calculated for temperate latitudes.)

In my opinion the student of Literature would do better to give to *Hamlet* and *Macbeth* and *The Tempest*, or some other person's three favorite plays, as much time as would suffice to read the entire edition; and then, after *sunset*, let some lesser light shine into his sanctuary. Addison and his matchless *Spectator* papers; Goldsmith and his *Vicar*, or *Deserted Village*, or *Traveller;* Lamb and his delicious *Elia;* Ascham and his *Schoolmaster;* Milton and his *Comus* and *Lycidas*, *L'Allegro* and *Il Penseroso*, and *Hymn to the Nativity;* De Foe and his immortal *Crusoe;* John Bunyan and his *Pilgrim's Progress*, which has made his name a household word in every English-speaking family on the globe; Burns and his *Cotter's Saturday Night* and *Tam O'Shanter* and *Mountain Daisy;* and in connection with the last writer, his "Life" by Principal Shairp, a beautiful bit of biographical composition—one of the English Men of Letters, costing with Goldsmith by Wm. Black and Bunyan by Froude, the sum of fifteen cents, and read—*festina lente*—in the evenings of a week.

We think too well of our young teacher, from whom we parted some minutes ago, to believe that if he lived upon the bank of a stream he would not be curious to know about its upper course and head waters. He travels upward to the *Fairie Land* of Spenser and spends some time in service of the *Queen*. Then, two hundred years farther toward the source of the language, he finds Chaucer, the fountain-head of modern poetry, the well-spring of English. He not only loves these old *masters* for their *literature*, racy English of old times; but, as he must teach English grammar, and desires to do it well, he thinks he must know its history—its earlier forms—and he has confidence that a knowledge of the diction and grammar of these authors will be a source of power to him as a teacher of English at the present day, Causes are ceaselessly at work making the speech of our country to differ from that of other English-speaking countries, and authors use many words in a very different sense in England and America. We don't want to encourage the growth of the *American Language;* especially as *English* is to be the language of the future, we are told.

The process, whereby the tongues of English-speaking peoples are being differentiated, might be retarded if all would draw more freely from the old fountains and would bring out from the "old bookēs," or from the dictionaries where they are buried with "obsolete" for their epitaph, thousands of strong little words, not dead, but sleeping, and capable of long active service. "I love the racy English of old times."

In 1712 Dean Swift—the wisest, foolishest man of the century, to whom the boys of ages are in debt for Gulliver, wrote in his "Letter to the Lord High Treasurer":—"But what I have most at heart is, that some method should be thought on for ascertaining and fixing our language

forever. For I am of opinion, it is better a language should not be wholly perfect, than that it should be perpetually changing."

With all his knowledge, he did not seem to know that a language *changes* while it *lives*, and can not reach perfection—and therein it is very human—this side of its grave.

"It is your Lordship's observation," Swift continues, "that if it were not for the *Bible* in the vulgar tongue, we should hardly be able to read anything written among us a hundred years ago. It has proved a kind of standard for language, especially to the common people."

True in 1712 and true in 1881! No one can fully appreciate the influence of the English Bible upon our Literature and Language. It has furnished beautiful similes and metaphors and allegories which are constantly used in other settings by millions of speakers and thousands of writers. It contains the sublimest poetry, the most majestic eloquence, the most perfect descriptions; skilful questionings for every teacher's model; terse proverbs which seem like crystallized human experience.

It was translated into the:—

> "Racy English of old times
> Before its Latin softness o'er it crept."

And I am *Chauvinist* enough to regret to hear of its "revision."

Brevity must be the marked feature of my third head—the *how* of literary study.

Read earnestly, lovingly, in sympathy with your author. Listen while he says:—"Give me thy heart." Lose yourself in him.

Read critically, coldly, challenge every sentence and every word. Dispute the writer's facts and use your microscope upon his emotion.

If one should pass hurriedly through the finest gallery of Europe, glancing at every picture upon the walls, he would come away with little beyond a vague idea of a large extent of variegated surface. In his memory, or pocket, a catalogue of the works and the artists; and it is his privilege to boast, with mere verbal truth, that he had seen all these wonders of art. Many a man behaves very much in this way, who has entrance to an extensive library.

Read slowly, thoughtfully, and often turn and read the page or the chapter again. Never mind him who reads five books to your one. Don't learn his gait.

Read rapidly, sometimes diagonally. If it be a magazine, you are no more bound to read every article because you have paid for the book, than you are, at dinner, to eat everything on the bill of fare. If it be a daily paper, skip the crimes and casualties; spurn the scandals; canter along the foreign news and the politics. Read, pencil in hand, and make notes in the margin—of *your own books*. That's the object of a margin—to serve as a beach, whereon may lodge the bright gems of thought washed up by the flowing tide, so they may not go back and be lost in the ebb. One may read a book the first time, his sole motive being to see what comes next, to gratify curiosity, or as a *pastime*, miserable word! But he will not read it the second and third time without some better end in view, and without finding, if it be a worthy book, food for reflec-

tion, without which seeking for treasure-trove, reading is of little profit. "We are of the ruminating kind," said John Locke.

If our young teacher whom we started out with a decade or so ago, finds some sterling author, who has set him on fire, and wishes to enroll his name on the class-book of that silent teacher and take him, for a time, as his "great Apollo," I have no very strong objection.

But this paper has been uncertain indeed, in its sound, if it does not express my conviction that it is better to have several literary Apollos and serve them at their most sacred shrine, than to live a devotee of *one*.

The choicest fruits of many authors are better than all that any *one* can yield, and he stands without excuse who reads anything poorer than the best. But either of these plans is infinitely more productive than the habit of skimming every book that happens to come to hand, and drawing moth-like to the glare of gilt, and red-lines, and brilliant notices of interested critics, to find it a baleful fire, or the will-o-the-wisp which gives neither direction to the step, nor warmth to the heart. Let us hope that these cheap publications of good literature will greatly reduce the demand for bad literature, which, like all the plagues of Egypt melted into one is polluting our land, spreading the slime of an overflow, without any of its fertility.

The enterprising publishers who are scattering the pages of good healthful English,

"Thick as autumnal leaves that strew the brooks,"

are doing a noble work; but if they would *only* give us a little *larger type* and a little *better paper* even at the penalty of a little *higher price!* The future promises to be a well-informed, weak-eyed generation.

In this age of books and magazines, too many voyagers over the sea of literature are engaged in casting the line in pleasant shallows for silly minnows to spend time and effort in slow, toilsome, soundings of the deep.

The assertion, that since many allusions to novels and poetry are made in this paper, that therefore I desire the young teachers of Ohio to devote themselves exclusively to these kinds of reading, and that I undervalue other sources of culture and of knowledge, does me great injustice. I do urge some of it and that of the very best. But there are other noble lines in which to read, notably history and philosophy. There is natural science in its many fertile branches, which yield strong meat for men as well as milk for babes, and also lead out into their great mother, Nature, who never grants a stone when her children ask for bread.

But books of fiction now lie so close to the pathway of the young. Some of them, attractive to the mental eye, open into ways which are the ways of death. Others lead into the paths of pleasantness and lasting peace. The more is it our duty to stand at the latter entrances and cry aloud: "Oh ye inquiring ones turn in hither."

My paper bears the title—English Literature for the Schoolmasters. I find upon a review of what I have written, it might have been English Literature for men and women; as a source of refining pleasure, as a culture of taste and a stimulant of pure life-giving emotions, as a door

through which to pass betimes from the dust and noise of work-a-day life, and follow the poet's eye as it glances from heaven to earth, from earth to heaven, and to learn of the wisdom of God in the green pastures and still waters and quivering leaves and flying clouds and glinting wild flowers and changing seasons, and learn to say with the poet: "The rolling year is full of thee."

The title may, however, stand; for if this work shall be better done in the future than it is now done, it will be because the schoolmaster has grown more competent to break this intellectual bread to the hungry souls that he is set to feed.

G. A. Carnahan, who was appointed to open the discussion being absent, the discussion was omitted.

The President then announced the following Committee on Resolutions:—R. H. Holbrook, R. W. Stevenson, C. C. Davidson, Miss M. W. Sutherland, and Wm. Richardson.

After a ten minutes recess a letter was read from Prof. Edward Orton, regretting his inability to be present and perform the duty assigned him.

The President also read the following letter from Dr. E. E. White, of Purdue University:

—OFFICE OF—

PURDUE UNIVERSITY.

LA FAYETTE, IND., JUNE 27, 1881.

PROF. JOHN OGDEN,

Pres. Ohio Teachers' Association.

My Dear Friend:—I much regret that I shall not be able to meet with Ohio Educators in their Annual Council at Put-in-Bay this week. The Indiana State Board of Education has an important meeting this week, and University matters will demand the rest of my time. I can only express the earnest wish that your meeting may not only be pleasant and profitable to those in attendance, but that it may result in Ohio's taking needed steps forward in school legislation. I confess that I do not feel a special pride in the failure of my native State to make the changes in its school system so long advocated by its educators. I like conservatism when it holds fast to that which is good until it is sure of something better; but when it discards what is good and clings to inherited weakness, I think it is a poor sort of conservatism. I sometimes feel a strong desire to reënter the noble army of Ohio educators, and assist in carrying the banner of school reform forward; but my assistance would contribute very little to the result, and I seem to have a good work to do here. It may gratify my Ohio friends to know that I have been as successful in the work undertaken here as I expected to be, and so am encouraged to continue. I have had no easy task, but, thanks to hearty coöperation and confidence of those with whom I am associated, Purdue

University is no longer an experiment as a *College of Science and Industry.* It received the gratifying endorsement of the recent General Assembly which appropriated the amount asked for without reduction—$20,000 a year in addition to interest of endowment fund and other receipts.

Thinking that Ohio friends attending your meeting may be interested in the enterprise undertaken, I send you by express fifty copies of the Annual Register. Please ask the Treasurer to put them where those interested can take a copy.

I enclose the annual fee of $1, and please see that my membership in the dear old Association is continued.

Most Truly Yours,

E. E. WHITE.

Announcements in regard to times of leaving of the boats, were made by Mr. Ross and Mr. DeWolf.

On motion it was resolved that the afternoon session commence at 1:30 P. M.

Prof. L. S. Thompson, by Mr. Walker, presented the Association with a Medallion of Dr. Thos. W. Harvey. On motion of Mr. Moulton the gift was accepted and ordered to be placed in the office of the School Commissioner at Columbus.

Prof. Tappan, of the Auditing Committee, then reported that the account of the Treasurer had been carefully examined and found correct, as there were vouchers for all expenditures. The Auditing Committee objected to the payment from the general fund of the expenses of the ungraded section.

On motion the report of the Committee was adopted after discussion by Messrs. Henkle, Burns, and DeWolf.

The Rev. J. E. Twitchell was then introduced and delivered the Annual Address as follows:

THE SCIENCE OF RELIGION, AND THE RELIGION OF SCIENCE.

Mr. President, Ladies, and Gentlemen:—I do not feel wholly a stranger here, although *personally* acquainted with but few present: for I know I am familiar with the names, and homes, and successes of many of the teachers, and something of the pleasures and perplexities of a teacher's life. At the age of sixteen, in one of the country districts of New-England, *seventy* children were given me in charge. They ranged from the age of five to twenty-one, and pursued studies from the Alphabet to Geometry and Latin. What a *winter* that was. It is always an *event*, when a young man or woman salutes city or country community, as teacher. To meet *all*, or a reasonable share of the expectations of the *patrons*, or of *self*, is no easy thing: nor is it an easy thing, whatever be the age and experience. In *farming*, mechanism, trade, we handle *material* things. Physical strength, or mechanical skill *only* is demanded. In *teaching* mind and soul have to be dealt with, and drawn out—often

against the whole inclination and current of their nature. No more responsible position is ever assumed than that of teacher. Finer qualities of mind and heart are nowhere demanded: harder work is nowhere done. With no class of workers should there be felt a profounder sympathy.

It is not enough for the teacher to be thoroughly familiar with the branches taught—accurate in all solvings and renderings—to have at hand the best explanations and illustrations. He must be in full command of himself; must be able to inspire affection and reverence in his pupils; must be in love with truth and beauty; must conceive his mission vastly higher than the mere *intellectual* advancement of those in charge.

He is dealing with *immortals:* has clay in hand for moulding: soul in hand for leading in a royal path. It is not his to teach *religion* in any technical sense; but whether he would or not, he is the inciter of aims and ambitions of a moral and religious nature: the setter-in-motion of currents of thought and life that shall flow on, when the children are grown, and *he* in his grave. He ought, therefore, to rank his profession *second to none.*

During twenty years and more of residence in Ohio—the first four of which passed as superintendent of schools in one of the southern cities of our commonwealth—I have watched with somewhat of solicitude, but with ever-increasing joy, the development of our common-school system:—the grading process: the inauguration of the oral method of teaching: vast improvement in text-books: the growth of Normal Schools: the work of city and county and State superintendents, associations and conventions: the remarkable improvement in school buildings: the addition of higher grades: the marriage of the common school to the college: the free discussion of all educational topics in great annual gatherings—each anxious to aid all the rest—from College Presidents, down to Primary teacher. I have found in these things cause for congratulation.

Permit me, teachers of Ohio, to felicitate you on the fellowship in your rank: on the commanding influence of your profession: and on the growing conviction of the people, that *popular education* is—not only the *glory*, but the *safeguard* of our Republic.

Word comes to us, that an Archbishop, in his address at the inauguration of a Roman Catholic School at Sidney, Australia, took occasion to criticize our American Common-School System, and declared it "an *absolute failure.*" He never would have been guilty of such words, had he witnessed the workings of our System, and then expressed *honest* convictions. It *is* a failure, so far as aiding or abetting sectarian rule, or growth is concerned. It does not play into the hands of priests. It will play less and less into the hands of politicians: for we are to learn that these vast interests cannot be subserved by the control of men, in the heat of a ward caucus: and the sooner we learn this the better. It is the parent and nurse of *Cosmopolitism.* Its whole tendency is to break down castes: slay false pride: bring together the children, from homes of *all* faiths and *no* faith, and set the grandest possibilities before every child in this broad land. Over nine millions are being educated in the common

schools of America. We have an investment in school property of two hundred and seven millions. We are now building above twenty school-houses, and commissioning above one hundred teachers every week.

In these schools are gathered of every nationality on the face of the earth, and representatives of all the great religions of the world—Protestants, Papists, Pagans, Jews, Infidels. There cannot *but* be much if crude, mechanical work—*Perfection* has not yet been reached; but the system has attained a marvellous success. Its blemishes are only "*spots on the sun.*"

We have not yet solved the problem how to afford the highest and best *moral* instruction without provoking sectarian jealousy and controversy. But, on the whole, the *masses* are being educated morally as well as intellectually: and, unless some bitter prejudice or strange infatuation, comes over the people, we shall go on, till the most perfect methods, and the highest conceptions of culture are realized.

We are to have better school-houses, with shadier and greener lawns around them; greater adornment of rooms with pictures and flowers; carpeted floors I trust; completer appliances of every kind, and I believe *compulsory education*, so that *no child*, in all our broad land, shall grow up in ignorance.

If this Republic out-lives storms—the likes of which have engulfed the Republic of the Old World, the credit of it under God, will be largely due to the common schools of America.

For improvement in every facility and surrounding of education: and especially, for *compulsory education*, every educator should earnestly work. Republican Institutions are safe, only in the hands of an intelligent people.

I shrink from even seeming to be here in this great annual gathering, a *teacher* OF *teachers*. My only hope is to aid a little in reaching *harmonies*.

We are all in search of *truth;* and we may not forget that truth *is* truth, in whatever realm it lies. *Science* may be the special study of *one:* religion of another: But the two are *twins*. They were *born* together; and have grown up together. They were *wedded* in the court of heaven, and they cannot be divorced: however ill one or the other party may behave—whatever quarrels, for the time may go on between them. The truths of one *are*, and *must be*, in eternal *harmony* with the truths of the other. There may be misunderstandings, and apparent antagonisms. This glorious old family of God, may get into difficulty; its members grow distrustful of each other. Hard words may be bandied back and forth. One may accuse the other of being *false*. But Science and Religion shall "*make up,*" and travel on down the cycling ages—with a general feeling and flow of love, proving them to be of God; and, like Adam and Eve, to have been made for each other.

All the trouble, thus far, has arisen, either from the *assumption* of scientists, or the *dogmatism* of religionists. If Religionists could wait for science to illumine Revelation—before putting on war paint—and scientists could wait for Revelation to speak intelligently—before doing the same, all *antagonism*—all *friction even* would be done away. Bailey in his

Festus well wrote—"The truth is never perilous to the true; nor knowledge to the wise."

There is a "*Science of Religion,*" and a "*Religion of Science,*" and to this *dual theme*, I call your attention.

The *first* thing which peculiarly impresses the scholar of our day is the rapid unfolding of the great panorama of the universe—the marvellous strides of man's mastery over Nature—the unparallelled march of intellect.

Our *children* tread with radiant face, where *we*, when children never *thought* of treading. They of the next generation will tread with *more* radiant face, where we cannot *see* to tread. The decade in which we live is *unexampled* in its revolutionary discoveries, and almost magic inventions. The story is being told in our common schools: and, where the *fathers* were blind the *children see.* Every day boys and girls puzzle their parents, and proudly answer questions, before which their elders are dumb.

These annual associations gath er up the growth of the years; collect the light of our ascending sun, and focus it for the illumination of all. But there are triumphs yet to come, that shall out-shine the past, as noonday out-shines the dawn.

This is to be true—not only of Science and Philosophy, but of Religion. We have the same book of Nature as that studied by the scholars of Greece and Alexandria—the same as that, whose opening leaves were turned by sages in India and China: the same heavens above us as those into whose vast deeps the shepherds gazed from the plains of Bethlehem in the time of Christ: the same as those whose vaulted arch hung over Shinar when the Babel-tower was builded. Many of the secrets of earth and sky have been unravelled: but it is the same old earth beneath our feet—the same old sky above our heads, and we do not think of calling Nature *false*, because many of our theories have been overturned: nor do we assume that the conclusions and explanations of our day, may not be reversed, in days to come.

The same book of Revelation is in our hand, as was in our fathers' hand; in the hand of the Pilgrims when they crossed the sea: of the Reformers who fought in Germany: the same as that borne away by the Waldenses to their mountain solitudes, in the dark days of their persecution: the same as that studied by monks in the cloisters and cells of the early centuries: the same as that sent in fragments to the churches of Corinth and Colosse: the same as that in part compiled by Ezra twenty-three centuries ago.

Various translations have been made—from the old Syriac of the 1st or 2d century, down through the Coptic and Armenian to the English of the 16th, various versions have been given to the world,—from the Vulgate down through that of Wickliffe, Tyndale, Coverdale, Cranmer, King James, to the last of the New Testament, just issued—copies of which are being scattered by the *million. But*, it is the same old book, teaching the *same truths:* enforcing the *same duties.* Its pages, however, have been lighted up along the centuries. Geology, Chemistry, Astronomy, Philol-

ogy—every science and discovery of the ages, has wondrously aided in the interpretation of the unchangeable and eternal truths of this old book.

A somewhat noted scientist is reported to have said, in a recent lecture, that though "the human mind has made strange progress in *certain branches* of knowledge, with *Theology* the case is *different*." Marvellous that a *scholar* could be so *ignorant* or so *prejudiced* as to be guilty of such an assertion.

He must have known—*all* know that Theology has been a *study:* that Theologians have been *scholars*—not merely on the *one line* of *Biblical* research, but on *many* lines. They have been Geologists, and Philologists, and Astronomers—and Explorers. They have dug amid the ruins of buried cities; unearthed the records of their religions; translated the hieroglyphics of Egypt and Assyria; have read, and grouped, and classified, and compared long-hidden manuscripts: and have been as anxious always, as any scientist, to interpret the record of Nature, that they might the better interpret the record of Supernatural Revelation. There have been no discussions, more *masterly*, than those on *Theology*, by Theologians.

God *is*, and will evermore remain a *mystery*. His ways are past finding out. The sweep of his counsels is *infinite*.

Standing in the Millennium day, the sage will be only a *child*. Revelation, however, has not been *stationary*—in the apprehension of men—is not a *dwarf*—has unfolded, and been illumined, *equal* to *any science*. *God* has come nearer than the *stars*. Every trend of truth has touched a new spring, and opened a new door into the deeper mysteries of God. All discoveries, and all established *facts* of science have been accepted as *interpreters* of Revelation.

Scientists may assert that "an educated European is no more likely to be *right* than a Black-foot Indian," regarding the Godhead, and the great questions of death and immortality. But the human mind declares *unreasonable*, and history declares utterly *false*, all such assertion.

Has it come to this, that living in God's world, and girt about with all the proofs of his existence, and all the illustrations of his character?—has it come to this, that science and civilization are of no account in revealing God, and fore-shadowing the future of the race? Shall we admit that as men are educated; as they apprehend more closely the laws of matter and mind; as they interpret more accurately the hungerings and thirstings of their own deep selves, they come no *nearer* to a solution of the great problems of life and destiny?

The answer of *history* is that education is enlightened and *enlarging* in *all* directions. *Scholars* are not *bigots*. They blaze their way into *clearings*, they demand that *science* shall be *heard* on *Religion*, they hold all technicalities in abeyance. Their opinions and theories are ready for modifications whenever there shall be real *demand*.

Prejudice, passions, preconceived notions—long-cherished *interpretations* even, are qualified—*reversed*, if need be, under the flashings of truth, from whatever source it come.

"Science," as has been said, "is a mighty *slayer* of false Gods. When she comes with spectroscope, and shows us what the sun is made of

every temple reared to the sun, topples over. When she lays her hand on light, and finds it only an ethereal thrill: on lightning, and finds it *not;* on matter, and finds no life in *it*, save under certain conditions; she is forced to believe that *beyond* the *conditioned* is the unconditioned; and that on the shores of time are the tents of One who inhabiteth *eternity.*"

Of course, La Place, speaking *only* for science, could never have said what the Christian says, speaking for Revelation—and out of a soul of sweet experience, that "Good is *everywhere.*" But, after all, the *higher* the race has risen in the interpretation of Nature, the *nearer* it has come to *God.* Every march of science has brought *it* and *Revelation closer together.* We ought, therefore, to *expect* that harmonies would multiply and grow more and more perfect in this wide realm of God. This we *find* to be *true.*

There seem, however, in the minds of many, still to be several points of conflict—*utter antagonism.*

The *first* and *chief* difficulty is encountered, when Scientific Evolution and Biblical Creation are considered. Here *harmony* is thought by some to be *impossible.* Let us examine a little. All scientists make *much*, if not *everything*, of *law.* Some wholly repudiate the idea of a personal God having anything to *do* with the marvellous and matchless mechanism of the world. They assume that he has no relation to the universe beyond their ken: in other words, that there *is*—CAN BE—no actual *forces* or *force* playing beyond the realm of recognized, or *recognizable law.* Therefore as they can *see*, can *hear*, no footsteps of the Almighty, they assume that He never treads our earth—or touches the machine—to which his hand gave motion in the beginning.

What, shall the finite set bounds for the infinite? or claim to comprehend all the ways of his working?

If the profoundest scientist in all the world cannot tell *how*, or *why*, each species of vegetation finds in the same soil the very elements, which make up its own form and fruit—in one case hangs out white blossoms; in another pink; in one case produces bitter herb and harvest—in another *sweet*; in one case ripens pear, in another plum or quince—each with flavor of its own the world around—cannot tell *how* or *why* grass grows, the human heart beats, the lungs heave, the heavens hang and shine—if these a *thousand* forces, christened "*law*," the mystery of which defies the crowned scholars of the earth;—if we stand amazed, *confounded* before the brilliant array of rocks, and springs, and minerals of the great "Wonderland," with whose views, last evening we were captivated; the springs spouting here, and the fossils growing there—unable to solve the mystery of those mammoth hills and forces that play among them—if *these things* are so, shall man assume there are *no laws*—no *realms* of *law*, stretching far away, beyond whose majestic portals *He* walks *alone*, who *built* the universe, and ordained the words we have translated?

To *my* mind there is no folly so *supreme* as that which repudiates all idea of *spiritual forces* playing an important part in the movements of this material world.

It is a poetic, and has come to be a *pet* phrase, that "*Law* has its throne

in the bosom of God, and its voice is the harmony of the world,"—a phrase indeed conveying truth, but fearfully liable to *mislead.* The only sense in which law is enthroned "in the bosom of God,"—its voice "the harmony of the ages," *is*, that law *proceedeth* from God; He ever working in *harmony* with it.

But *what is law?* It is only a *rule* by which *actions* and *forces* are governed.

The laws of *vegetation* are the principles by which plants are produced and perfected.

The laws of *animal* nature are the principles by which the functions and economy of living bodies are carried on.

The wider and more complex laws of *Nature* are the principles of cohesion, attraction, gravitation, by which forms and motions of matter are determined.

We say that such and such are the laws of vegetation, of animal economy—of the physical universe—because we *see* principles and forces working with *general uniformity* in these realms.

These tendencies and determinations of matter and of life are called in Scripture the "ordainings of heaven"; and by this phrase we are taught that law plays perfectly and evermore under the will of God for divine ends.

We may say that "everything which is moves in obedience to law," if we allow the Infinite, whose bosom is the throne of law, to be the *executor* of his own *estate.* But if we assume our world to be a mere *machine*, running on without ever touch of the creator's hand on spring or lever—we make an utterly *Godless* world—with no room for the play of Providence or pulse of prayer from human soul—a condition of *orphanage* from which the race revolts.

I believe that from the moment the earth—a fiery mass—if this be the earliest form of matter—was flung into space, "until a planet rose fit for the habitation of man—it ever followed the immutable and inexorable dictations of law." But there is objection to this way of putting it; *for*, it is generally construed as teaching, what I believe to be an *untruth*, viz.:—that God has had nothing to do with matter, or *life*, since he flung the fiery vapor from his hand; that, without interference or after agency, all forms of growth and life have issued—from the floating fungus, or the jelly-fish up to *man.*

Scientists have indeed *asserted* that there was "in the planet at the *start*, ability to make man."

But who *knows this?* Why not go a little further, and assume that even the *angels* have sprung by "immutable and inexorable law," from what was once a molten mass, or something of the *sort?*

Of course it was in the *power* of the Almighty to endow a single atom with the potentiality of every variety of growth and life. But DID HE?

No science can *prove* this to have been done. *Revelation* indicates God as evermore at work upon the world, *supervising* law; walking through his temple, watching its walls as they go on rising—its inmates as they go on multiplying; uttering words of command, speaking new creatures

into being; and crowning all with *man*, possessed of reason, affection, moral sense, infinite ambitions and aspirations—*immortality*.

This is *Scriptural Creation;* and there is no conflict here, between *it* and a single *established fact* of *science*. In the very nature of things there is room all through the cycling æons for the *Creator* of matter to put his unseen hand upon it with *fashioning power;* and, in every touch of his hand, be beyond the *possible* recognition of *any* scientist.

We claim no vision of spirit, or spirit-power. There are confessedly "missing links" in this long chain of life; and, further, those links that seem welded in the forge of physical forces, *may* have been—are *more likely* to *have been* welded by the invisible agency of the *Creator*. This Christian scientists believe. They claim that ever since the matter of the world was made, God has been in the world—an active agent—developing, perfecting, the work of his hand; till he crowned the whole with man, companion for angel and himself.

This is Revelation—Christian evolution; and I repeat, in the very nature of things it is impossible to show it false.

Whatever connection there may seem to be between inanimate matter and life; between different forms and grades of life; between man and all below him; there may be no real connection, according to what we designate the "laws of Nature."

Then further, as far as science yet has gone, or is likely to go—no such being as man can be shown as resulting from Derivation, or Inheritance, or Modification, or Natural Selection, or the "much-vaunted theory of the Survival of the Fittest." You might as well attempt to prove man a mere automaton—his motions the product of a material mechanism—as to prove God disassociated with the world in *any* stage of its growth and life. He may have been associated in every stage.

Behind all law there must be individual intelligence willing its application. With no more reason can you assume that the earth and planetary systems made themselves, than that the honey-comb or spider's web made itself. Mind is the moving principle evermore. This reason asserts—revelation announces, and no science condemns.

Was there "ability in the planet at the outset to make man"?

Who shall go back to the beginning of the æons, stand therein or above the mighty molten mass, with microscope in hand, discovering the life principle in a speck of that fiery fluid? Or who shall take a speck of that fiery fluid, into laboratory of chemist, and analyze out of it the tremendous potentiality of this teeming universe? Who shall do this? Yet something of this kind must be done before proof can be had.

There are two great questions confronting the world, viz.:—whence the lowest form of life; and whence man between whom and life next below him, there is so wide a gap?

These questions I fearlessly affirm can never be answered by science. They must be carried to the court of Scripture; and, if answered at all, answered by a voice from heaven.

Science may give us a human body; but she cannot give us man. I make no quarrel with him who assumes that this physical organism is the bloom of a great tree, whose roots run back to the beginning, and up

along whose trunk the same current of animal life has crept, with higher and higher development, as the strange perfecting process went on.

As Christian scientists we may admit all this. But I for one part company with all who account for MAN, as *man*, other than by creative act; and so do all Christian scientists part company with such.

We may be charged with holding a belief—"as absurd as the wildest dream of the Arabian Nights,"—but we only account for the otherwise unaccountable, by acknowledging the agency of God—precisely what the Infidel scientist does when he gets back to the original creation.

I confess to you that if there is anything in all the world staggering to faith, it is a universe like this, built and crowded, and sweeping on through cycling ages—and man, endowed so grandly without the special care, and unceasing supervision of an infinite creator.

Revelation makes God the author of the universe; leaves God an active agent in it—from the birth of time till now and evermore while this planet is our home.

Here is Biblical creation, laws working, the great Father supervising—likely interfering, never leaving to chance or fate anything his hand has fashioned.

If asked to prove this, we answer, there is no province of proof beyond that which proves the Revelation to be from God.

And as for disproof—this is impossible; for scores of times—God may have wrought directly omnipotently where no science would ever detect his presence.

This point therefore of seeming conflict between scientific evolution and Biblical Creation need occasion no anxiety. There is no conflict. Science has given us no established fact, making discord with the symphony of Revelation; and it is time for scholars to cease their hue and cry as to antagonism, and away with all their fear.

There is another seeming conflict between what is termed the "uniformity of Nature" and all idea of miracle. It has been boldly asserted that "Miracles cannot stand before science." Scientists are forced to admit one vast miracle in the beginning; for only on this theory can they account for the origin of matter. They claim, however, that since then Nature has wrought on in obedience to laws of her own—that there is not only proof of, but necessity for, this uniformity of Nature. Thus miracles are ruled out as irrational and absurd.

Let us see. What is miracle? According to the current definition, it is an event which cannot be explained by the known laws of Nature.

This definition however is inadequate, because the boundary line between the miraculous and what is natural is made contingent on human ability to explain the workings of the natural. The more ignorant therefore men are, the more miracle—everything is miraculous which cannot be explained as the result of an understood condition. Thus there is no fixed quality or quantity of miracle.

We had better say that a miracle is the entrance of the supernatural into the Natural; or perhaps an event, which Nature, by her own action never could bring forth. The simplest definition of miracle I think is this:—"A counteraction of Nature by the author of Nature."

This presupposes and confesses the actual existence of a God above the world; a power over and pulsing through the universe—a "living way from the upper world to the under, and from the under to the upper,"—along which God and his creation come in contact—the supernatural controlling, and, if need be, for great moral and religious ends—counteracting the natural.

We do not call that a miracle, which, for the time, counteracts a known law of Nature, by an agency which we can recognize.

Here the anecdote of Sir Isaac Newton is in place, though it may be apocryphal. Walking in his orchard one day, he saw an apple fall, and was led on a track of investigation which "resulted in the grandest scientific discovery of the age"—the law of gravitation.

It is a law then that apples fall when their stems are broken off. But in every apple-orchard boys seize fallen apples and hurl them into the air. Are these miracles? Certainly not. Why not? A known law of gravitation is counteracted. Yes, but you see the agency,—the boy's arm. What cause in Nature puts the muscles of that boy's arm in motion? Science is dumb. Philosophy is dumb. The boy of five summers throwing the apple, can answer the question as well as Newton. "I made my arm move," he will say; "but what made your arm move?" "I did." Back of this no scientist—no philosopher can go. Yet here, operating in Nature, is a cause of which physical science can give no account.

We say that the power which impelled the apple upward was a human will—a spirit power—a power above Nature—super-natural.

That power however suspended no law of gravitation—violated none. "Gravity pulled at that apple just as constantly, just as powerfully, while it was flying in the air, under the impelling force of that boy's will, as when it was falling from the tree." Yet no MIRACLE.

Well, if the laws of Nature are not violated by the interventions of the human will, who shall say that they are violated by the interventions of a super-human will? That, therefore, which we call miracle, *may be*—IS, but the action of the super-natural on the Natural, so as, for the time being, to counteract the natural, in ways beyond our explanation.

Nature, it may well be confessed, "is not an iron system of dead laws." This is closely shown by a thousand daily acts of men.

Water seeks its level; but is made to run up hill. Cannon balls are inert matter; but they are shot through *miles of space.* Lightning is a giant, reckless something; but is chained, and sent on errands for us across the continent, under the seas — these results wrought *against Nature.*

I hold up my arm. It is the law of gravity that this arm should fall—I hold it up: No miracle.

I hurl a stone into the air. No miracle. But if the stone should hang there suspended: then miracle; and miracle because some unseen, supernatural agency made the stone hang there.

"Nature, "I repeat," is no iron system of dead laws." Its highest law is capability of being reached and modified by the forces of a supernatural sphere.

Matter was created *by* spirit, *for* spirit: was ordained to be the instru-

ment and servant, as well as garment of thought. Mind is monarch over all the ages—through all the universe.

The objections, therefore, to miracles, that they involve a violation of the laws of Nature falls to the ground. Miracles are merely the counteraction of Nature by the author of Nature.

The boy throws an apple into the air. No miracle, because you see the arm through which the boy's will works.

A shrunken limb is rounded out; blind eyes are opened; deaf ears unstopped; a dead man lifted from his bier, or made to walk forth from his rocky tomb. Miracle here because you see no materiality through which the supernatural power can play. The agency is the word of God. But may not the word of God be as potential as the will of man? And may not the Creator have ways of working, invisible and unrecognizable, by the creature?

Within the last ten years medical discovery and skill have put life back into drowned men, who have been dead for hours. May not infinite power and skill put life into men who have been dead for days?

But miracles are said to be scientifically impossible, because the introduction of a new force into Nature would work destruction.

Does it when the boy hurls his apple into the air? Does it when water is forced up hill? Does it when steam and gasses are generated and confined? Does it when lightning obeys the behest of man?

If my hand, held out—and holding in suspense the law of gravitation, works no wreck, who shall say that the sun—made to stand still on Gibeon, and the moon in the valley of Ajalon—shall make wreck? It was well put by Socrates, when he said—"It behoves the mortals to speak with modesty concerning the affairs of the immortal Gods."

The fact is—the Invisible controls the visible. Between the visible and the invisible there is no impassable gulf—rather a living connection, by virtue of which higher power interferes and controls.

A miracle, therefore, or the counteraction of the Natural by the Supernatural, is a natural occurrence—grounded in the very organization of the universe, and required by it.

It is all false to say that to change an atom would change all worlds: to increase or diminish the forces playing through the universe would wreck the universe.

Forces are diminished and increased continually—every forge is a dissolving and re-combining agent—every fire—every burning taper—every flight of bird.

Are the worlds wrecked? Shall they be wrecked if, at God's command the waves of Galilee are stilled—or five loaves become bread enough to feed hungry thousands? if the waters of the Red Sea be heaped up—or the desert cloud become a flame?

Is it true that while the workings of a human will are scientific, the workings of a super-human are unscientific?

Men talk as if Natural Science was not only the greatest among the sciences, but the only true science.

There is no explanation of the riddle of the universe other than that of God acting in it evermore.

This truth, which Pantheism and Deism have rent in twain—christianity asserts—tracing back through all laws and forces this One Supreme Intelligence; finding everywhere proofs of the invisible Power and Godhead.

Miracles, therefore, are not disturbances and disorder, but "the high and shining points" of Nature, where her "festivals are celebrated"—not something foreign introduced; but the manifestations of Nature's ruler in his visible realm: flashings of the creative spirit through the veil of flesh.

It has been recently declared that "Science unrelentingly has pursued miracles, one by one, till they all fade away before her;" that there are "only a few dark caves where miracles now lurk, into whose murky depths science will yet throw her rays; and they being unable to withstand her effulgent beams, will fade into airy nothingness."

Are the Christian lands "dark caves?"—"murky depths?" Where is the sign yet of "airy nothingness," as the "grave of miracles?"

The Christian religion had *birth* in *miracle;* and the church has grown from a single score to countless millions—believing in miracle. God is too real to be divorced from his world; and Science demands his presence almost as much as Religion.

Turning now to *immortality*, we are obliged to confess it true, that voices sounding from Nature, on the ignorant ear, are loud against any such condition or existence. But science, to the educated, is loud for immortality. She assures us that fire never annihilates in its consuming: that water, vaporizing, leaves every particle still existing: that nothing is lost, however invisible and intangible it may become: that the sum of things and forces remains always and forever the same—these are the assurances of science: and they furnish a tremendous argument for immortality.

"Science," I quote here from Prof. Gunning—"Science has laid her touch on this body of ours, and found that neither bone, nor flesh, nor nerve, nor throbbing brain is alive."

Well, if this be so, the conclusion of science must be that man's body, as revealed to the senses, will not account for man with all his glowing affections and ranging thoughts.

Who is man? What—whence—whither? These are the questions that confront every scholar—whether he be scientist, or philosopher, or religionist.

Science is baffled. In the cell of the humble water-plant—we find a limpid fluid, and call it "protoplasmic life." In the acorn too, and the egg of an eagle, and in the pregnant particle from which a Newton sprang, we find a limpid fluid, or a particle of formless jelly, said to be like that of the water-plant. What makes this fluid, in one case, grow a water-plant; in another case an oak; in another an eagle; in another a *man?*

Science can give no answer. She is as dumb as an ox gazing on the stars.

There is, however, a "Religion of Science" here, in that her very silence is tremendous testimony to the power and presence of the unseen.

There is too, it seems to me, suggestion that God somehow will reveal this mystery of man.

Farewell to Chemistry in the search of thought moulding these various forms of matter, and robing matter with these various forms of life.

There is however, nothing in Chemistry, or in any science that ever uttered whisper against the Bible record of the origin of man: nor has science shadow of argument against man's immortality. There is rather everything in science—that hints—so far as she hints at all, at the glorious revelation of immortality.

How man is immortal: what immortality shall be—its conditions—surroundings—activities—retrospects—possessions—on-goings—science does not assume to say. There ought not to be expectation on the part of men that science could answer any of these questions. Science may suppose: man infer from analogies; but it is beyond her province to utter prophecy.

Scientists have come to hypothecate an unseen and intangible universe—a form of matter which they call "cosmic ether"—an "infinite, tremulous ocean," in which the "constellations are enswathed," as reefs are in the Pacific.

They are suggesting too, as possible and in full harmony with science, that several worlds may exist together; and thus that man may have a real, though invisible body—besides his garment of flesh.

Paul wrote, you remember, of a "spiritual body, as well as a natural body." This may be a present fact. There may be another body concealed in yours—of the size—if you please, and form of your physical frame.

At the time of what we call death, that other body of yours—invisible as yet—invisible forever to the organs of sense—but as real as the robe of flesh you wear; and by which you are identified—that other body, I say, at death, may go forth; be evermore your body in the spirit world—to be recognized by spiritual vision, just as the body laid in the grave is now recognized by physical vision. This is the suggestion of science.

Is there anything in the suggestion? I don't know. There may be much in it. And what a sweet surprise if the dead can see themselves as the living see themselves: if the dead can see the departed, as the living see their friends in the flesh: if the dead find themselves at once in a world as real to them as was the world they left.

These, however, are only speculations: and are suggested here, merely to show that, so far as science has yet gone, either in the line of proof or hint, she is in perfect harmony with Revelation; and that every trend of science has been approach to Revelation.

It is not to be expected of science to demonstrate Religion—or Religion Science. Religion has nothing to do with science, other than to make no quarrel with her.

Science has nothing to do with religion in the line of demonstration. The fields of their proof are wholly separate. It may be demanded of Religion to wheel into harmony with Science. But it is supremest folly

to assert that its province of proof is in the field of scientific investigation.

You might as well attempt to catch and carry soul of man into laboratory of chemist, and analyze it there, as attempt to test intangible affections and aspirations or spiritual convictions by any of the laws which govern matter.

Physical science has a field of its own; deals with causes and issues of its own. The same of Mental Science, and the same of Moral.

It would be utterly absurd to put mental science into the crucible of physical science: or moral science into the crucible of either.

Are we to seek analysis of mind, in the dissection of a flower, or the separation of a crystal into its elemental parts? Are we to look for the home of the soul—in this material dissolving world? Shall we seek solution of destiny in the hand-writing of earth or sky? Has God no other way of talking with men than through the testimony of rocks and stars?

It may be demanded of us that we accept no moral philosophy which antagonizes the known laws of mind or matter. But if the facts of moral philosophy harmonize with the conscious conditions and wants of our moral nature, then the moral philosophy is as clearly proved as is the physical, when it harmonizes with the facts of our material world.

It is folly, therefore to talk of the "Religion of Science," if we mean by this phrase a religion to be demonstrated by physical science; or that we are to accept no religion save such as is capable of this demonstration.

But if we mean by the Religion of Science such a faith in God, and faith about the future, as not only is not denied by science, but is rather suggested and foreshadowed, then we may talk of it, and praise God that he has made so many foot-prints on this hither shore; has left so many testimonials of himself, and of the immortality of his children on the pages of the book of Nature.

Plainly too it is folly to talk of the "Science of Religion," if we mean by this phrase that science is to be proved by Religion. But if we mean that Religion is capable of clear proof to the soul, then we may talk of it, and adore the gracious Father that he has so lovingly drawn aside the veil, and given glimpses of the glory to be revealed.

One of the most amusing things of modern times is the creed of a "maturer science," recently formulated, and reported as conclusions to be reached through the revealings of Nature. This "creed of a maturer science will be"—the speaker said—and he is a man who assumes knowledge of what he says—"will be"—"I believe in a supreme power, which I cannot comprehend—cannot define." This is to be the first article in the creed of a maturer science. Well here is the first article of the Christian's creed as based upon and born of Revelation. The second article of this creed of a maturer science will be: "I believe that it"—the supreme power—"holds me to the law of duty, and commands me to be pure and merciful and just."

I need not say that this is Christian faith.

The third article will be:—"I believe that the race, groping blindly from mystery to mystery, has grown, and is growing, into higher and

higher conceptions of God, and will reach the highest conception in the One Mystery, the *Unfathomable* and *Unutterable.*"

How in harmony with Biblical belief?

The fourth article will be—the speaker says:—"I believe that, as Plato—groping in the dark of thought, touched the Great Hand, and knew it not; so the groping heart, in any age or clime—warmed with sympathy, melted to mercy, nerved to justice—has felt the touch of the Great Hand, although the lips have named it not, or named it wrong."

This, remember, is to be the creed of a "maturer SCIENCE"; in other words, the conclusions which science is to reach. *Wonderful!* I had not dared to hope that science would ever write out such a creed as this.

As far as it goes it is a counterpart—an echo of revelation. Religion is shadowed forth in Nature with vastly greater clearness than most imagine. God's clear unerring testimony is in the printed page, but you can trace him in the rocks, and among the stars, and hear his voice in the ambitions and aspirations of a human soul.

Plato came nearer God than he ever dreamed. In the exercise of sympathy and mercy and justice, all men come nearer God than they divine.

But another article of this creed of a maturer science the speaker says will be:—"I believe in the life everlasting." What, this to be the conclusion of science? So it has been affirmed by a somewhat noted scientist of our age.

I need not say that this is Christian faith.

Well may one, who in the name of science—and as interpreter of science, makes this confession—ask: "Is this cold and cheerless?" and answer "I think not."

But the most remarkable thing remains to be added, as the climax of this maturer creed:—"I believe that deeply planted in the heart of man is the religious sentiment; and that science lays not the weight of her touch on that sentiment, or on the purple robes of hope which it has woven.

Here is your creed of a maturer science, and it sounds as if it were drafted in heaven, where the very God is enthroned.

Science then allows us to believe in the forgiveness of sins—in the resurrection of the dead, in a heaven of joy and glory, that shall be forever; in all the matchless and marvellous assurances of Scripture concerning the future world.

Of course science allows this. Strange that any man should ever dream she did not. Science lays not the least embargo on any of these great fundamentals of our Holy Faith—nor does she hint against the fulfilment of any of our loftiest hopes.

"Death passes your door, and a shadow may fall on your heart, which death alone may lift." A shadow of course which your own death alone may lift—in that death brings you into communication with the dead,—thus restoring the lost. Here in this shadow which death is believed to be able to lift, is the heart argument for immortality, more convincing to the race than any spun from the cold, colossal brain of Plato. The fact is it is unscientific if not irrational to look for substantial evidence of a

spirit world other than in the heart, and in a revelation to the heart, direct from God. Revelation speaks—the heart responds.

When man retires within himself—he cannot liken himself to the meteor—that "wandering waif," which sails out of "unknown deeps of nothingness—flashes for a moment in the air, and falls darkling into a tomb of death." His heart holds the other world in blessed grip. It will not have it that souls which fall apart through night or storm or sea or death, are not to meet again and bloom forever.

Thus for religion a throne must be lifted in the heart—and there must rise the altar.

We *know* God—not by what we can prove of Him in science, or formulate in creed; but by what He has revealed in Scripture, to which these burdened souls respond. The shrine of religion is the inner sanctuary of man's deep self. Faith is the vestal fire. God is the home of the soul.

When a "pirate ship, dowered with curses," comes into port, and the "Morning Star," laden with missionaries, and sailing with a "waft of blessings," goes down, science may see in one case, a sound keel and rudder, and favoring winds; in the other, a frail bark and raging gale—nothing more. But the wake of that sinking ship may bear a score of other ships—richer laden.

Science has no sweep of vision on the ever-rolling sea of God's eternal purpose.

Men may mock at the breath of prayer; but the indisputable, everlasting fact remains that somehow soul burdens fall off at the cross, and peace like a rolling river is experienced—that somehow men blossom into beauty under the breathings of love, which they learn to recognize; and somehow unutterable joy springs up within, through a communion with God which is as real to them as ever communion was with friend.

Here in this great gallery of heart affection we find our *proof* of God, of duty, and of destiny.

We enter in, shut the door; let the outer darkness gather. But all is light. The invisible becomes visible; and we adore treading where science never trod, in realms, the door of which no science can unlock.

Here is the Religion of Science and the Science of Religion. My soul has found great comfort in the study of this dual theme; and if I have aided you the least in revealing harmonies, I shall be glad.

THURSDAY, 1:30 P. M.

The Association met, President Ogden in the Chair.

Edward Orton not being present the subject "Science as a means of Culture" was not presented.

Charles E. McVay, appointed to open the discussion declined to read his paper, but being called upon spoke a few minutes upon the subject. The Association requested Mr. McVay's

manuscript for publication as a part of the proceedings of the Association.

Messrs. Hancock, Parker, and Holbrook protested against members' leaving before the adjournment of the Association.

Some discussion then followed in regard to place of meeting next year. Among the places mentioned were White Sulphur Springs, West Virginia, Cape May, and National Park. The determination of the place was left with the Executive Committee.

R. H. Holbrook from the Committee on Resolutions, reported as follows:—

Resolved—That the Ohio Teachers' Association takes this opportunity to express its gratification with the happy result of the return of its meetings to Put-In-Bay.

Resolved—That the thanks of the Ohio Teachers' Association are due, and are hereby tendered to Rev. J. E. Twitchell, of Cleveland, for his scholarly and inspiring address, to Prof. W. I. Marshall for his entertaining presentation of the marvels of Wonderland.

Resolved—That we tender thanks to the proprietors of the several hotels of the island for their hospitality in entertaining the members of the Association at reduced rates, and to the Railway and Steamboat lines that have granted reduction of fare, and to Hon. D. F. De Wolf, State School Commissioner, for the delightful boat ride provided by him for the teachers and their friends here assembled.

Resolved—That a committee of five on Legislation be appointed by this Association to assist the State School Commissioner in securing such legislation for the schools as may be needed.

R. H. Holbrook,
R. W. Stevenson,
C. C. Davidson,
M. W. Sutherland,
Wm. Richardson.

The report was adopted and the committee discharged.

Mr. Parker from the Committee on Nominations reported the following-named persons as officers for the ensuing year.

President—J. J. Burns, Columbus.

Vice-Presidents—H. J. Clark, Oberlin,
W. R. Comings, Medina,
H. N. Mertz, Steubenville,
Miss D. J. Mayhew, Troy,
Miss S. R. Folger, Toledo.

Secretary—C. L. Loos, Dayton.

Treasurer—A. G. Farr, Columbus.

Executive Committee—H. S. Doggett, Hillsboro,
C. W. Bennett, Piqua.

The report of the committee was adopted, and the officers declared elected.

A Committee on Legislation was mentioned, and the President instructed to appoint said committee.

R. W. Stevenson then moved the Association adjourn to meet at the White-Sulphur Springs, and the motion was lost.

T. W. Harvey moved to meet at the call of the Executive Committee, which motion was adopted.

After singing the Doxology the Benediction was pronounced by D. W. De Lay, and the Association adjourned.

HENRY S. DOGGETT, *Secretary,*
J. M. YARNELL, *Ass't Secretary.*

[The following letters will explain themselves. The first from Commissioner De Wolf, was in reply to a request made by us for him to forward his manuscript for publication. It will be seen that even with the omissions of the papers of Messrs. Harvey and De Wolf that the proceedings fill as many pages as last year.—EDITOR.]

COLUMBUS, OHIO, August 5, 1881.

HON. W. D. HENKLE,
Dear Sir:—

My paper was a mere statement of my views as to the possibility of securing needed school legislation, and was intended to be introductory to the discussion of the question of future legislation. I do not think it worth while to publish the paper.

Respectfully yours,
D. F. DE WOLF.

COLUMBUS, OHIO, June 27th, 1881.

PROFESSOR OGDEN,
My Dear Sir:—

I regret my inability to meet my engagement at Put-in-Bay on the 30th inst. I have written to Mr. Turrill, but I will also advise you.

The distractions of the last few weeks were unexpected and unavoidable, and they have made it impossible for me to meet my promise to the committee—at least in any such way as would satisfy the Association. I have hoped to the last that I could get a few quiet hours, but I find it out of the question now.

I was pleased with the invitation, and had something in mind upon the theme, that I wanted to say.

Very respectfully,
EDWARD ORTON.

OHIO TEACHERS' ASSOCIATION MEMBERS.

PUT-IN-BAY, OHIO, June, 1881.

1. Thos. W. Harvey, Painesville.
2. L. D. Brown, Hamilton.
3. W. D. Henkle, Salem.
4. W. D. Gibson, Coshocton.
5. T. E. Orr, Bridgeport.
6. J. M. Yarnell, Barnesville.
7. C. C. Davidson, New Lisbon.
8. Isaac Mitchell, Lebanon.
9. G. H. Herriman, East Rockport.
10. T. C. Flanegin, Pomeroy.
11. L. S. Thompson, La Fayette, Ind.
12. A. B. Johnson, Avondale.
13. P. O. Phillips, Cleveland.
14. W. A. Clark, Manchester.
15. G. W. Mays, Canfield.
16. J. J. Allison, Jackson.
17. Miss May Bailey, Gallipolis.
18. H. N. Mertz, Steubenville.
19. F. M. Ginn, Clyde.
20. A. J. Rickoff, Cleveland.
21. Thos. A. Pollok, Miamisburg.
22. W. R. Comings, Medina.
23. J. P. Cummins, Riverside.
24. John Ogden, Worthington.
25. E. E. White, La Fayette, Ind.
26. S. T. Logan, Cincinnati.
27. John W. Dowd, Toledo.
28. A. T. Wiles, Newport, Ky.
29. J. B. Irvin, Dayton, Ohio.
30. M. S. Campbell, Youngstown.
31. E. B. Cox, Xenia.
32. M. E. Hard, Gallipolis.
33. A. N. Ozias, Columbus.
34. A. G. Farr, Columbus.
35. J. M. Goodspeed, Athens.
36. M. S. Turrill, Cincinnati.
37. E. F. Moulton, Warren.
38. J. E. Sater, Columbus.
39. C. L. Loos, Dayton.
40. J. C. Barney, Warren.
41. H. W. Ellsworth, 21 Park Pl., N. Y.
42. Benj. M. Weed, Cincinnati.
43. W. Harkins, Cincinnati.
44. Emma Deterly, Columbus.
45. Kate Deterly, Columbus.
46. C. B. Ruggles, Cleveland.
47. Joshua Nickerson, N. Burlington, O.
48. Hattie Nickerson, N. Burlington, O.
49. E. A. Jones, Massillon.
50. J. F. McCaskey, Troy.
51. Viola B. Pepper, Massillon.
52. Laura Ware, Massillon.
53. Louisa Russell, Massillon.
54. Lillian Ulman, Massillon.
55. Julius Cheyney, Orrville.
56. Miss M. S. Newton, Norwalk.
57. J. L. Carson, Granville.
58. Mary M. Curtis, Sandusky.
59. Carrie Curtis, Sandusky.
60. D. W. Stahl, Hanover.
61. Ida C. Bowman, Wooster.
62. Minnie Scott, Van Wert.
63. D. R. Boyd, Van Wert.
64. E. O. Vaile, Chicago.
65. Gertrude Wootter, Columbus.
66. D. J. Snyder, Reynoldsburg.
67. Alston Ellis, Sandusky.
68. F. G. Lee, Plymouth.
69. C. E. McVay, Mt. Healthy.
70. F. S. Fuson, Mechanicsburg.
71. H. M. Parker, Elyria.
72. C. F. Dean, Washington C. H.
73. H. S. Doggett, Hillsboro.
74. D. W. De Lay, S. Charleston.
75. W. H. Scott, Athens.
76. A. Schuyler, Berea.
77. J. F. Lukens, Lebanon.
78. J. J. Burns, Columbus.
79. G. W. Walker, Lima.
80. W. W. Ross, Fremont.
81. R. H. Holbrook, Lebanon.
82. Eli T. Tappan, Gambier.
83. Mrs. L. L. Tappan, Gambier.
84. Margaret W. Sutherland, Mansfield.
85. Miss D. J. Mayhew, Troy.
86. Isadora Cochran, Steubenville.
87. Virginia F. Sanders, Steubenville.
88. Wm. Richardson, Chillicothe.
89. Flora R. Thrift, Lima.
90. Miss E. N. McConnell, New London.
91. J. W. Knott, Tiffin.
92. John Hancock, Dayton.
93. Wm. F. Hancock, Dayton.
94. Alice E. Linkmire, Glendale.
95. Mary B. Linkmire, Glendale.
96. F. W. Flowers, Columbus.
97. Miss H. U. Maxon, Gallipolis.
98. L. B. Owen, Monroeville.
99. Hamilton Wallace, Canal Dover.
100. Reuben McMillan, Youngstown.
101. H. J. Clark, Oberlin.
102. H. F. Derr, Monroeville.
103. Geo. E. Campbell, Waverly.
104. Cornie Scudder, Cincinnati.
105. Miss M. L. Liddell, Lawrenceberg.
106. M. R. Andrews, Marietta.
107. I. T. Woods, Cumberland.
108. Arthur Powell, Worthington.
109. J. L. Tresler, Paddy's Run.
110. J. M. Greenslade, Bellevue.
111. Lena Paulding, Piqua.
112. Jennie Spencer, Piqua.
113. Miss A. B. Spencer, Piqua.
114. Anna Finfrock, Piqua.
115. Edward J. Godfrey, Salem.
116. John B. Peaslee, Cincinnati.
117. Walter S. Thomas, Troy.
118. E. H. Mark, Washington C. H.
119. Laura R. Ames, Belpre.
120. Minnie Ainslie, Sandusky.
121. Miss L. C. Merry, Sandusky.
122. C. J. Albert, Germantown.
123. Miss Frankie A. Anderson, Ashland.
124. D. F. De Wolf, Columbus.
125. Samuel Major, Greenfield.
126. R. W. Stevenson, Columbus.
127. W. H. Stokesbury, Washington C. H.
128. S. E. Shutt, Marion.
129. John Simpson, Mansfield.
130. Thos. P. Ballard, Columbus.
131. J. C. Collester, Attica.
122. Ed. G. Smith, Hillsboro.
133. J. H. McDonald, Zanesville.
134. U. T. Curran, Sandusky.
135. E. W. Coy, Cincinnati.
136. Miss L. W. Coy, Cincinnati.
137. Miss Alice B. Coy, Cincinnati.
138. W. J. White, Springfield.
139. Ida C. Allen, Elyria.
140. David Torbet, Loudonville.
141. Ada V. Johnston, Plainfield.
142. Mary A. Pool, Sandusky.
143. Dora A. Beattie, Sandusky.
144. W. H. Weir, Springfield.
145. W. A. Sanders, Montpelier.
146. J. A. Weltz, Edgerton.
147. Marion A. Perkins, Troy.
148. F. S. Coultrap, Nelsonville.
149. A. S. Ashbaugh, Defiance.
150. Miss Candace Lhamon, Gambier.
151. Wm. Hoover, Wapakoneta.
152. Josephine Kellogg, Clyde.
153. Jno. C. Kinney, Norwalk.
154. R. B. Barrett, Rainsboro.
155. H. S. Lehr, Ada.
156. Ella Simkins, Washington C. H.
157. Cora M. McDonald, Defiance.
158. Mary D. Campbell, Portsmouth.
159. Mary E. Cotton, Portsmouth.
160. Lizzie J. Cotton, Portsmouth.
161. E. E. Henry, Cleveland.

THE

OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER:

OCTOBER, 1881.

Old Series, Vol. XXX, No. 10. Third Series, Vol. VI, No. 10.

ON THE TEACHING OF ENGLISH LITERATURE IN PUBLIC SCHOOLS.

To begin with, I must plead guilty to the charge of ignorance on just those points connected with my subject about which I suppose it is especially my duty to contribute information. I can supply no historical groundwork, I know next to nothing of what has been theorized or practised about it, and yet I have taken some pains to find out. I have been led, in the search, through paths which I am not sorry to have traversed; but I have gained little for my immediate purpose, beyond the impression that the idea of teaching English Literature, as such, in English schools, is of very recent growth.

My intention, therefore, is not so much to discuss what has been done or is being done, as to raise questions about what may be done, and how; and that with respect more to the lower than to the highest forms,—a limitation of scope which I adopt partly because the latter may perhaps be thought capable of drawing literary cultivation from the books to which their attention is directed in languages not their own. However that may be, it is true of course that a classical education, if it be carried far enough, is a literary education. But in its elementary stages it is not literary, but grammatical. That

the education of boys of fourteen or fifteen should be mainly literary, I should think is neither possible nor desirable. I may perhaps assume it to be admitted, that we are then concerned mainly with the development and strengthening of faculty by the severest discipline we can command,—dead languages, mathematics, and perhaps some elementary science. There is nothing literary in this programme, for nothing like literary appreciation can be felt for the Sallust or Xenophon of which with difficulty we make out thirty lines in an hour, and that particular contrivance for making bricks without straw which is called "original composition" (whether in English or Latin) seems just now to be rather discredited. "These are not matters to be wrung from poor striplings, like blood from the nose, or the plucking of untimely fruit."

The question then to be asked seems to be, "Has literature, as such, any place at this stage of school education; and, if so, what is its place, and what purpose may it be expected to serve?" Now to the question, whether it is to be admitted at all into our course, perhaps we may apply the saying of Herbert Spencer (in rather an altered sense however), that, "as these things occupy the leisure part of life, so should they occupy the leisure part of education."—In other words, if they are touched at all, they should be touched lightly and by the way, and that for more reasons than one. But, that being so, have we any business at all with them in school hours? Do they not properly belong to playtime and home? Before answering this question, it would be well, perhaps, to make up our mind what literature is intended to do for boys of the age with which we are dealing. And let us loosely define literature, as that which appeals to the imagination rather than to the reason. Imagination evidently is an element with which we teachers have to reckon; it will be exercised,—the only question is, in what direction. And as imagination is connected with the most powerful emotions, this question is not unimportant from a moral and religious point of view.

"Fiction, then, is an element in our education."—But I would freely admit that this element in education is best given at home, and where a boy comes from a cultivated home the schoolmaster will do little for him in this direction. But that case, unhappily, is the exception rather than the rule, and the boys with whom I at least have to deal have been, with few exceptions, illiterate, ignorant even of names that one would

have thought familiar to all. One cannot help desiring to make them perceive, however dimly, "what religious, what glorious and magnificent use may be made of poetry, both in divine and human things."

But these boys nevertheless are willing to read, and do read. The imagination is supplied with food sufficient in quantity, and not always deficient in quality; but the fault is, that the range of choice is in most cases extremely limited. I cannot pretend that any part of my argument is founded on statistics; but it occurred to me yesterday afternoon to examine the register in which books are entered when taken out of our school library, and, whether the result of that examination supports my arguments or no, it may as well be stated. I may say that the library contains a very fair collection of books of all kinds, and is used by the whole school more or less, from top to bottom, —though there are also libraries, some of them excellent, in the several houses. I found that, in the seven weeks of this term, from January 29th to March 18th, there were 246 entries of books taken out by boys. Of these 154 might fairly be classed as novels. Of the remaining 92 I classed 19 under the head of science, 28 as travels, 15 history, 5 biography, 2 art, 4 reviews and criticism, 5 editions of classical authors, and 14 poetry. It should be added, that this latter class includes one edition of Chaucer evidently for school use, and four translations of Homer, leaving 9 volumes of poetry free from suspicion. If we exclude the books of science and travels, the disproportion is still more obvious between the first class and the remainder. Not that I complain of the reading of novels, though some of the favorite novels, *e. g.*, Thackeray's, are perhaps rather ill adapted for boys,—but it certainly seems that the range of choice is remarkably limited, and that apparently from ignorance. All the most interesting new books are put into the library, but hardly any are touched by boys. Cannot something be done to widen this range of choice, to encourage, in some few boys at least, a catholic taste in reading? This, and not the imparting of knowledge, would be the aim of English literature teaching. That, if this is done at all, it must be done by means of literature in the mother-tongue, would, I suppose, be admitted. We may agree with Bain that, at any rate at this age, "the study of literature cannot be carried on in connection with Latin and Greek, chiefly because of the dryness inseparable from the process of learning a language. Literature

is nothing if not interesting. Instead of being the dismal part of the school exercises, it should be the alternation and relief from mathematics and science."—Though we need not necessarily draw from these propositions the conclusion at which he arrives, that no languages should be learnt in schools.

Certainly, if the object be such as I think it is, the lessons, if they are to be lessons, must above all things not be dull. This is a condition not imposed upon us rigorously when dealing with other subjects; good may be got from very uninteresting grind; but here absence of interest would defeat our object, and succeed only in narrowing, instead of widening, the range of literary enjoyment. The effect would be, that every book we touched as part of our school work would be a school book from that time forth, and nothing more,—we should have hung up a notice to warn off trespassers, rather than an invitation to enter and enjoy.

It may be feared that the practice of examining in English literature (in the Oxford and Cambridge local examination, for example) has sometimes had the effect of sending girls away from school (I do not know about boys) with an abhorrence of everything that is called literature,—a possibility which makes me shudder. I should suggest that whatever is taught in this line should not be examined in at all, in order to secure freedom for the teacher, and to prevent the entrance of slavish cram. And, for a similar reason we ought not to bind ourselves by obligations to give marks in school, or to ask more questions than we please.

Obviously, from my point of view, the lesson must not be made a vehicle for the admission of etymology or grammar. If English Grammar is to be taught, it should be done at another time, and not under the pretence of teaching literature. But enough grammar is already provided for our boys; we must learn, in our English literature lesson, to pass lightly over difficulties of language, and explain only so far as explanation will add to the immediate appreciation and enjoyment.

Some time ago, an intelligent foreigner paid a visit to Rugby, and asked to be allowed to be present during a lesson. The lesson was in Shakespeare, and to it he listened with much interest, and at the end made a short speech in which he complimented the boys on their intelligence, and congratulated them on having in their own language so difficult an author to study as Shakespeare. "We," he said, "are less fortunate, our Schil-

ler is too easy." The tendency, I suppose, is inevitable to adopt the usual classical methods; but this eager appetite for difficulty is just the thing which, if we are not on our guard, will make our English literature lesson dull. There is, of course, a certain stimulus in the presence of difficulty, but that is not what we want; we want here appreciation and enjoyment of work not our own. Yet the notes to the editions which are published for schools of English books seem constantly to be aiming at teaching grammar or etymology, or even general knowledge. If a bugle is mentioned by Scott, they are sure to tell the reader that the word is derived from *bucula*, a young cow, and that the original meaning of the word still survives on certain signboards of inns. Dr. Abbott describes in a lecture how, under these influences, a class of boys would come up with a scene of Shakespeare "at which they had worked very hard, and which they fondly thought they had mastered. They had looked out all the useless derivations that could be looked out. They knew that *rage* came from the Latin *rabies*, and was connected with the Sanskrit *rabh;* they knew that *treason* came from the French *trahison* and the Latin *tradere;* they knew that *deaf* came from the Anglo-Saxon *deaf*. In a word, they knew everything that it was no use to know. But the inferences that might be drawn from these pieces of knowledge, useless in themselves, had never for a moment occurred to them; and how to distinguish between what was useful and what was useless seemed a task they had never thought of attempting. For a time I was utterly unable to account for the curious sagacity with which they seemed to scent out and investigate just those pieces of useless information that could give them the least possible profit and the greatest possible labor. At last it flashed across my mind, that they were merely endeavoring to study English, in all honesty and simplicity, as they had been accustomed to study Latin. Their Latin training had taught them to consider the inflections and derivations of words and construing the great objects of a lesson. Construing there was none, and inflections very few, so they were forced to make the most of the derivations."

As to the books to be used, poetry I should think is certainly to be preferred to prose. The poetical form is that which properly belongs to works of imagination; and to exchange the poetical rhythm for prose, would be to sacrifice a source of delight which boys are very capable of appreciating.

On this subject, and on the general question what kind of poetry is likely to serve our turn, I should like to quote some reminiscences of a friend of mine whose taste was carefully cultivated in this direction in her childhood. She says,—"First will come the spirited ballad, with plenty of rhythm, and appealing to a side of imagination developed at a very early age —Macaulay's 'Lays,' Tennyson's 'Charge of the Light Brigade,' and Browning's 'Ride from Ghent to Aix,' for instance. Poems about children, like 'The Romance of the Swan's Nest,' I think, are not much cared for at this age. Next, Tennyson's 'Brook,' (the lyrical part I mean). A child will delight in being shewn how exquisitely the lines suggest in sound, as well as describing, the running of a shallow brook. All the images in this poem are simple, such as a child easily notices, and which will wake real poetical emotion in him when his eyes have been opened by some teacher who himself feels the beauty. I remember the time when the very delight of poetry seemed revealing itself to me in the lines—

'I wind about and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,

'And here and there a foamy flake
Upon me as I travel
With many a silvery waterbreak,
Above the golden gravel.'

And again—

'I slip, I slide, I gloom, I glance,
Among my swimming swallows—;
I make the netted sunbeam dance
Against my sandy shallows.'

The last two lines were exactly like a brook I knew, and I used to say them with delight in seeing it, at ten or eleven years old. I had heard the poem beautifully read first; I think this is half the battle in teaching the love of poetry to the young. The pleasure comes more than half through the ear, and this is why very markedly rhythmical verse is best to begin with. But the more subtle beauty of well-managed alliteration can be appreciated pretty early too. I was first taught consciously to notice this at fourteen, in the lines—

'The moan of doves in immemorial elms,
And murmur of innumerable bees.'

It was shown us how the sound was given by the management of the *m*'s and *n*'s. After that, Milton's 'Hymn on the Nativity' charmed me partly by the same word-beauty. 'L'Allegro'

and 'IlPenseroso' come in well at this stage, and Tennyson's Idylls. Much can be taught from these last, and they did much to educate my taste, especially hearing fine passages (such as the casting away of Excalibur, and indeed all the Morte d'Arthur) read well aloud to me by my teacher after he had first made me notice the beauties of both imagery and music in them. Such passages for example as this—

'Dry clashed his harness in the icy caves
And barren chasms, and all to left and right
The bare black rock clanged round him as he based
His feet on juts of slippery crag that rang
Sharp smitten with the dint of armed heels,—
And on a sudden, lo! the level lake,
And the long glories of the winter moon!'

"Also about this stage a certain half-philosophical, half-religious kind of thought can be best suggested by poetry. Arthur's speech, beginning 'The older order changeth,' made me *think* more than anything in all my previous reading. Many parts of 'In Memoriam' come in well here. From 'Adonais,' too, I believe a thoughtful boy or girl of fifteen or sixteen could learn a great deal at this stage of development. I do not know how far Shelley generally is fit for teaching. I am inclined to think that most of Shelley, and Keats too, should be left for the pupil who has learnt any true delight in poetry to find out and enjoy by himself, as he is sure enough to do before he is twenty."

So far my friend. It will be seen that Tennyson fills the chief place in her recollection, and I am disposed to think that he is the poet best fitted for our purposes. Shakespeare is rather too hard for lower forms, though boys will easily be made to appreciate his humor. Some of Wordsworth is admirable for the purpose, but it is not the simple poems, those which deal with child life, which are appreciated by boys—they are rather despised. Rather select something which is above their level; what we want is the elaborate and ornate in style and the majestic in rhythm. The beauties of simplicity are beyond a boy's appreciation. Scott is too much of a jingle for the most part, as is proved at once by the experiment of setting it to be learnt by heart. Boys deal with it as they cannot deal with Tennyson's blank verse or the stately stanzas of Laodamia. I am willing to admit, however, that the field from which we can select is very limited, if we are to confine ourselves to the best.

But, after all, I think it remains doubtful whether Literature can safely be introduced in the school course: the risk is so great of attaching to it wearisome and disgusting associations, that I am not at all sure that it is counter-balanced by the advantage of occasional success.—*Journal of Education, London, England.*

EDITORIAL DEPARTMENT.

——THE meeting of the National Educational Association at Atlanta, in July, was well attended, and the teachers from the North received a cordial welcome from their Southern brethren. The amount taken for membership fees was far below that at Chautauqua, many who were present not becoming members. The Chautauqua meeting paid its own expenses besides cancelling a debt of four or five hundred dollars that has been perpetuated from the 1874 meeting at Detroit. We regret to say that the receipts at Atlanta will not pay more than one-third of the expenses of 1881. We hope to make up the deficiency in part by securing additional membership fees. Let our Ohio teachers, as usual, take the lead in the volume of 1881, which is now going through the press. Read the next item and act promptly.

——A VOLUME of the Proceedings of the National Educational Association at its last annual meeting at Atlanta, Ga., will be sent postage prepaid to any one sending $2.00 to W: D. Henkle, Salem, Ohio. The names of all persons remitting $2.00 will be printed in the volume in the list of members for 1881, provided the remittance be received before the printing of the names. Life membership in the Association costs $20. The Secretary, W: D. Henkle, solicits correspondence in reference to the volumes of previous years, copies of those for 1865, 1866, 1873, 1874, 1876, 1877, 1879, and 1880, being still on sale.

——I HAVE long been impressed with the fact that there is too much noise among schoolmasters. True, each has his way of doing things, and can do them no other without sacrificing individuality. But it seems to me that less *rattling talk* and more *studied remarks* and *explanations* would be conducive of better results in our schools, especially those above primary grades. Instead of requiring pupils to investigate, so many take it upon themselves to give long and oft-times tedious explanations. This may set the teacher high in the estimation of his pupils and his community, but it always encourages the lazy in the way in which they should not go, and is calculated to drive the would-be industrious to habits of idleness. A recitation with few words well and fitly spoken is to the lecture as the casket of priceless jewels is to the car load of gravel. The gravel is worth something; so is the lecture; but of what inestimable value are the jewels? By no means should questions ever be answered or explanations given if the pupil can be furnished the means of investigation. "The shallows murmur while the deeps are dumb," is one of ex-Senator Conkling's favorite quotations. It applies in the school-room as well as in politics. C. J. A.

——Prof. John Ogden, in pursuance of the authority granted by the Ohio Teachers' Association, see minutes on p. 343 of the September number of the *Ohio Educational Monthly*, has appointed W: D. Henkle, I. W. Andrews, R. W. Stevenson, H. S. Lehr, and J: W. Dowd as a Committee on Legislation. The names were not sent to the Secretary, but to us directly, and were overlooked in the printing of the proceedings.

——Our readers should make the following corrections in our article on the Subjunctive Mood in the July issue. On page 202, line 8, "*be* and *be*," should be "*art* and *art*." The mistakes were clerical, and not typographical.

——We call especial attention to the proposition as to the future location of the Normal School at Worthington. See advertising pages.

EDUCATIONAL INTELLIGENCE.

——The teachers' wages at Piqua have been raised for the year 1881–2.

——The teachers of Huron County have organized a County Association.

——Nine of the fifty members of the London (Eng.) School Board are women.

——The beginning of the Public Schools of Ashland was deferred to October 3d.

——Three girls graduated from the Loudonville High School on the evening of June 10th.

——Seven gentlemen, 31st class, graduated from Wittenberg College on the evening of June 30.

——The Western-Reserve Normal School, under charge of B. B. Hall, opened its fall term August 23.

——Thirty-one pupils, 10 boys and 21 girls, graduated from the Harrisburgh (Pa.) High School, July 1. L. A. Foose, Sup't.

——Antioch College has suspended for want of productive funds. How long the suspension will last the future alone will decide.

——We attended the meeting of the Philological Association in Cleveland, beginning July 12. It was full of interest to the student of language.

——We are indebted to Dr. T: C. Mendenhall for a copy of his "Gravity paper," the result of his investigations at Tokio and on the summit of Fujinoyama.

——The Board of Education of Gallipolis have made arrangements to convey water by means of a gas pump, into every room of the central or main school building.

——The Northwestern-Ohio Normal School at Ada, so says an exchange, opened August 9, with an attendance of about 800 students, representing fourteen States and Territories.

——The total number of teachers employed in the United States and Territories in 1879, was 272,686, and the total school expenditures amounted to $78,191,522.

——The Century Company has issued a portrait of Dr. Holland which is to be offered in connection with subscriptions to *The Century Magazine*, formerly *Scribner's Monthly*.

——"The International Date-Line, By Henry Collins, A. M., 1881," is the title of a little 14-page brochure published by Henry Collins at Clinton, N. Y. Price 15 cents.

——The income of Columbia College last year was $321,917.56, of which $110,697.34 were received from students in the Departments of Arts, School of Mines, and School of Law.

——"The Elocutionist" is the title of a little periodical published in Chicago by the Young Folks' Rural Publishing Company. The first number appeared in July. Price 60 cts a year.

—"God Bless the Little Woman" is the title of a new Song and Chorus published by F. W. Helmick, Cincinnati, Ohio. The words are by Howard N. Fulton, and the music by Charlie Baker. Price 35 cents.

——A new heating and ventilating apparatus has been placed in the Salem Fourth-Street school building, which has hitherto been heated by stoves. Time alone will decide whether it will prove to be a success.

——The Public Schools in a number of towns in Ohio deferred the time of opening on account of the hot weather in the first part of last month. In some places the schools began operations but were afterwards dismissed.

——The Ohio-Central Normal School has removed, for a time at least, to Fayette, to be incorporated with the Tri-State Normal School. The Associate Principals are John Ogden and Wm. Tait. The Fall term began September 5.

——The Southern-Educational Association has been discontinued. Now let our southern brethren throw their whole energy to building up the National Educational Association. The South has many grand, noble, and able teachers.

——The *North-American* Review for October contains articles from Senators John T. Morgan and Geo. F. Edmunds, Prof. Geo. P. Fisher, D. C. Gilman, Sidney Howard Gay, Col. H. B. Carrington, the Hon. Thos. A. Hendricks, etc.

——"Educational Journalism" is the title of a 30-page pamphlet published by C. W. Bardeen, Syracuse, N. Y. It is the Address read by Mr. Bardeen August 7, before the New-York State Teachers' Association. It is full of valuable matter relative to educational journals.

——The following is Wooster University's record on the Ph. D. degree as conferred on public-school men:—D. F. De Wolf in 1874, F. A. Wilber, 1875, J: Hancock, W: D. Henkle, and Jacob Tuckerman, 1876; A. M. Brooks, 1878; Alston Ellis and John Simpson, 1879; Samuel Findley and R. W. Stevenson, 1880.

——The previously-announced program for the meeting at Lebanon,

October 8, of the Warren-County Teachers' Association, was as follows:— Inaugural Address, R. M. Mitchell; English Grammar, B. A. Hathaway; "The Seed we sow," J. M. Reason; "The Teacher's Social Position," Carrie E. Dill; Trip to Madagascar, J. O. Falkinburg; Answer to Richard Grant White, H. Bennett.

——A GOLD medal worth not less than "twenty Federal gold dollars," is hereafter to be awarded annually to any person under 21 years of age resident in Champaign County, Ohio, "who shall upon a competitive examination, show the greatest knowledge of the civil government of the United States and of the State of Ohio." John Bryan, Jr., a resident of Urbana, made the offer to the County Institute, which offer was promptly accepted.

——THE tenth annual session of the six-weeks' summer Normal School at Cambridge, conducted by John McBurney, had an enrolment of seventy. Addresses were made at different times by J. J. Burns, I. W. Andrews, L. D. Brown, J. W. Raveill, Rev. D. A. McClenahan, J. C. Gibney, C. B. Hutchinson, and F. M. Spencer. Messrs. Tannehill and Augus conducted exercises at different times.

——THE Ohio State Colored Teachers' Association, at its meeting in Springfield, in August last, passed a resolution against separate schools for colored children, and in favor of colored teachers as teachers of schools exclusively colored. A committee of five was appointed to consider the propriety of continuing the Association and of naming time and place of next meeting if the committee decided it best to continue the organization.

——THE Public Schools of Lebanon have had eleven Superintendents within thirty years who have received for services $32,522. The names of these Superintendents are Josiah Hurty (3 yrs.), C: W. Kimball (7), Collin Ford (2), W: D. Henkle (2), C: W. Kimball (3), Louisa Jurey (1), now Mrs. Lot Wright, W. H. Pabodie (2), S. F. Anderson (1), T. N. Wells (2), G: N. Carruthers (1), James C. Murray (4), and Joseph F. Lukens (3). The highest salary, $1600, was paid in 1873–4 to Mr. Carruthers, and the lowest in 1852–3, $700, to Mr. Hurty.

——A MOVEMENT is on foot to find sale for 400 sets of the 30 volumes of Barnard's American Journal of Education, price $4.50 a volume in cloth, and $5.50 in half goat. This great repository of educational information, each volume containing over 800 pages, ought to be in every public library in the land, and in every Normal School and College. Boards of education in cities and towns ought to purchase it for the use of their teachers. The plates of these volumes cost $45,000, and are in danger of being sold for stereotype metal.

——FIVE gentlemen and seven ladies graduated from the Ohio Central Normal School July 22. The class address was delivered by the Rev. Mr. Young. The Juniors presented the graduates a handsome floral offering. On the evening of July 20, Prof. J: Williams White of Harvard College, delivered a lecture on the "Theatre of Dionysius"; on the next evening Prof. J. H. Leslie gave a grand concert. After the concert the Seniors

were entertained at the residence of Prof. Ogden, who received from them a student's lamp. Mrs. Ogden received from the Kindergarten class a handsome album, and Prof. Leslie and wife received a music holder, letter scales, and waste basket.

——We have received no report of the Five-Weeks' Summer Institute for the counties of Fulton and Williams beginning at Wauseon, July 25. The previously-announced instructors were W. G. Williams, Edward Olney, J. E. Sater, and Callie Vineyard, to be assisted by E. P. Ewers, T. J. Sanders, H. E. Blake, Wm. Tait, and J. R. Kimerer. Prof. J. H. Leslie and Mrs. Leslie were to have charge of the musical Institute at the same place, and beginning at the same time and continuing four weeks.

——We are indebted to Dr. Alston Ellis for the following items relating to the Sandusky schools last year. Population of city, 15,947; enumeration, 6,116; enrolment, 2,510, boys 1,239, girls, 1,280; enrolment per cent of enumeration, 41; average daily attendance, 1,869; per cent of enrolment, 74; paid teachers and Superintendent, $22,718.12; cost per pupil in average daily attendance, $12.16; local levy, 7 mills; studying German, 911; Drawing, 2,400; cases of tardiness, 2,472; High-School enrolment, 58 boys and 88 girls, total 146; graduates, 3 boys and 14 girls, total 17; cost per pupil $24; High-School teachers, 4; Grammar-School, 12; Primary-School, 29; German, 4; average salaries, High School, $637.50; Grammar Schools, $479.17; Primary Schools, $362.41; German, $450.00.

——The Everts school building at Circleville, is one of the finest and largest in the State. It is in the middle of a 4-acre lot and contains 20 rooms. The main-entrance halls are 106 feet long by 21 wide. The side halls are 32 feet long and 8 wide. The stairs are 4½ feet wide without platform or winders. The building is heated by a low-pressure steam apparatus, put in by Brooks and Kemper of Dayton. The two boilers are 16 feet long and 4 feet in diameter. The house is heated by both direct and indirect radiation. Sup't M. H. Lewis and his teachers have systematized matters so that in one and a half minutes after the children are ready with hats, cloaks, bonnets, etc., all the three stories of the building can be emptied. The Superintendent's commodious office is on the first floor with windows opening so that both sides of the grounds are visible. We have not seen a neater school building anywhere.

——The next meeting of the State Board of Examiners will be held at Columbus, in the Capitol Building, commencing Tuesday, Dec. 27th, 1881, at 8 A. M., and be continued from day to day, until the work is completed. Applicants will be expected to present recommendations from one or more of the leading educators of the State, and to furnish certificates from Boards of Education, covering an experience of *five years* or more of *skilful* and *eminently successful teaching*. Applicants are required to pass a successful examination in the following branches, viz.:—*Reading and Orthoepy, Writing and Orthography, Arithmetic, Geography, English Grammar, U. S. History* (*including the Constitution, General History, Political Economy*) *Science of Education, Physics, Algebra, Geometry, English and American Literature, and Physiology, including School Hygiene.* Moreover, each applicant will select at least *three* of the following, and be

examined on the same, in addition to those named above: Latin, Greek, German, French, Botany, Astronomy, Geology, Chemistry, and Plane Trigonometry. "Education as a Science," by Bain, will be taken as a basis of examination in the Theory of Education. [See notice of this volume in "Book Notices."—EDITOR.]—A. B. JOHNSON, (Avondale), *Cincinnati, Ohio.*

PERSONAL.

——I. N. COY is teaching at Marshfield.

——A. J. HAWK is teaching at Lucasville.

——DELIA A. PALMER is Principal of the Milan Institute.

——G: MAYHUGH has charge of the Coolville Public Schools.

——J. P. PATTERSON continues in charge of the Windsor Schools.

——J. M. RUSK continues in charge of the Public Schools of Malta.

——EVERETT L. ABBEY is Principal of the Cambridge High School.

——JOHN W. WILLIS has been engaged to teach the school at Coal Grove.

——J. O. STEPHENS is Principal of the Schools at Buckhannon, W. Va.

——J. H. FRENCH is Principal of the Normal School at Concord, W. Va.

——E. D. HAINES is Principal of the Public Schools of Moundsville, W. Va.

——MRS. M. A. NUTTING is Principal of the Kent High School. Salary $600.

——S. R. RAMSEY has taken charge of the Public Schools of Fredericksburgh.

——D. T. WILLIAMS is Principal of the Normal School at West Liberty, W. Va.

——MISS M. L. DICKEY is Principal of the Normal School at Fairmont, W. Va.

——J. O. VARSOY, of Elyria, has taken charge of the Vermillion Public Schools.

——D. H. SNAVELY has been re-employed to take charge of the school at Enon.

——MRS. CATLIN is now Superintendent of the Public Schools of New Carlisle.

——W. B. OWEN has been elected Superintendent of the Public Schools of Delta.

——JOHN A. STONE remains at Chester Hill, where he has already been five years.

——J. B. CASH has been elected Superintendent of the Public Schools of Salineville.

——E. T. HARTLEY continues as Superintendent of the Public Schools of Fostoria.

——J. W. RAVEILL has succeeded the Rev. E. Ellison as President of Scio College.

——GEORGE S. HARTER is Principal of the Sidney High School. Salary $100 a month.

——MR. AUSTIN has been elected Superintendent of the Public Schools of Monroeville.

——J. L. JORDAN, will take charge, this winter, of the Public Schools of Macksburgh.

——GEN. T. F. MORGAN is the new Principal of the Normal School at Potsdam, N. Y.

——J. L. CARSON, of Granville, has taken charge of the Public Schools of Wapakoneta.

——JOHN A. STONE, of Chester Hill, is one of the School Examiners of Morgan County.

——L. W. MARTIN has been re-elected Superintendent of the Public Schools of Roscoe.

——HOMER HILL has taken charge of the school at Sarahsville. He began a term July 18.

——THE Hon. T: W. Bicknell has been made an LL. D. by Drury and Strait Universities.

——JAMES N. BARNES is Superintendent of the Public Schools of Sidney. Salary $1,200.

——ALLEN ARMSTRONG continues as Superintendent of the Public Schools of Sioux City, Iowa.

——WARREN DARST has returned to his old position at the Ladoga Normal School, Indiana.

——A. G. COMINGS, late of Vermillion, has taken charge of the Public Schools at Conneaut.

——C. A. MYERS, of Portage County, has been elected Principal of the Leetonia High School.

——S. J. WOLFE has resumed his former position as a Grammar-School Principal at Lancaster.

——W. G. E. POPE has resigned the Superintendency of the Public Schools of New Carlisle.

——TEMPLE H. DUNN, after a year's rest, has taken charge of the Public Schools of Lebanon, Ind.

——EDITH C. LONGSTRETH, of Dayton, has been elected Principal of the Miamisburg High School.

——REYNOLDS JANNEY has succeeded Oscar Martin as Principal of the Wilmington High School.

——B. W. BARROWS, of Montgomery, has taken charge of the Public Schools of Ludlow Grove.

——E. K. BRYAN, of Columbus, in June last, sold his Commercial College to Duncan and Jones.

——I. T. Woods, of Cumberland, has been elected Superintendent of the Schools of Morristown.

——Henry Gunder, formerly of Ohio, has taken charge of the Public Schools of New Castle, Ind.

——T. B. Pinkerton is serving his seventh year as Principal of the Public Schools at Waterville.

——E. A. Wolfe has charge of the Bladensburg High School. It opened Sept. 8 with sixty-five pupils.

——Ovid Butler, Sr., founder of Butler University, at Irvington, Ind., died at Indianapolis last July.

——D: Torbet has been unanimously re-elected Superintendent of the Public Schools of Loudonville.

——E. P. Young, of Athens, has been elected Superintendent of the Public Schools of Deavertown.

——C. C. Rounds, of the Normal School at Farmington, Me., has been made a Ph. D. by Bates College.

——T. B. Paramore, of North Benton, has taken W. W. Weaver's place in the Academy at Damascoville.

——Capel Weems, of Summerfield, has been elected Superintendent of the Public Schools of Senecaville.

——Geo. W. Howland has been unanimously re-elected Superintendent of the Chicago Public Schools.

——The Hon. D. Burt has resigned his position as State Superintendent of Public Instruction in Minnesota.

——F. D. Davis, of Oxford, Ohio, was elected in June last Principal of the Public Schools of Bethany, Mo.

——Mr. Disque has succeeded D. B. Moak, deceased, as Superintendent of the Public Schools of Westwood.

——S. Z. Sharp, formerly of Ashley, Ohio, has temporarily taken the presidency of Mt. Morris College, Ill.

——G. W. Fairchild, of Washington, Ohio, has been elected Superintendent of the Schools of Cumberland.

——Julius E. Hilgard has succeeded Capt. Carlile Patterson, deceased, as Superintendent of the Coast Survey.

——J. P. Coates, of Portsmouth, has been appointed teacher of Natural Science in the Chillicothe High School.

——Geo. Conant continues in charge of the Public Schools of Washington. He has already served two years.

——P. Henry, formerly of Morgan County, has been re-elected Superintendent of the Public Schools of Tarlton.

——James M'Naughton, of Cedar Falls, has been elected Superintendent of the Public Schools of Winona, Minn.

——J. H. Phillips's salary as Principal of the Gallipolis High School is $800, not $700, as reported in our July issue.

——J. M. Rusk has been re-elected Superintendent of the Public Schools of Malta. He has already served two years.

——Z. E. Rutan has been re-elected Superintendent of the Public Schools of Shreve. He has already served two years.

——John Paisley, formerly of Guernsey County, Ohio, is now County Superintendent of Des Moines County, Iowa.

——Geo. W. Hosmer, D. D., formerly President of Antioch College, died in July last at Canton, Mass., at the age of 77.

——Mr. Shisler, lately connected with the Academy at Pleasantville, has taken charge of the Public Schools at Basil.

——W: H. Tibbals, of the Normal School at Worthington, has been elected Principal of the Poland Union Seminary.

——The Hon. Horace S. Tarbell has been re-elected Superintendent of the Public Schools of Indianapolis. Salary $3,000.

——Anna B. Irish has been appointed Professor of Modern Languages at Wooster University, in place of J. P. Leotsakos.

——H. W. Kennon, of Bladensburgh, Ohio, has taken charge of the Public Schools at Salem, Neb. Salary $75 a month.

——P. R. Mills has resigned his position at Lancaster and accepted the Superintendency of the Public Schools of Richwood.

——Frank H. Tufts, late Superintendent of the Public Schools at Aurora, Ind., has gone into business at Cynthiana, Ky.

——D. E. Morris, of Fairview, will teach the Winchester School for six months, beginning in October. Salary $45 a month.

——J. A. Beattie, formerly President of Bedford College, Ind., is now Professor of Mathematics at Oskaloosa College, Iowa.

——A. W. Foster has been re-elected Superintendent of the Public Schools of Hudson. He has already served one year.

——Geo. L. Farnham has been unanimously re-elected Superintendent of the Public Schools of Council Bluffs. Salary $2,200.

——Joseph Stotler has resigned his position at Scio College to take a position as teacher at Richmond, in Jefferson County.

——W. H. McFarland, late Superintendent of the Public Schools of Sabina, is now occupying a like position at Aberdeen.

——A. J. Surface, late Superintendent of the Public Schools of Dresden, has taken charge of the Public Schools of Ironton.

——W. W. Byers has been elected Principal of the High School at Terre Haute, Ind. He held the same position some years ago.

——H. B. Scott has been re-elected Superintendent of the Public Schools of Middleport. He has already served six years.

——W. A. Baker has been re-elected Superintendent of the Public Schools of Upper Sandusky. He has already served one year.

——J: A. Appleton, of the firm of D. Appleton & Co., died at Clifton, L. I., July 13. He was born at Andover, Mass., Jan. 9, 1817.

——J. V. RATCLIFF, now Superintendent of Sumner County, Kansas, was formerly a pupil of the Cambridge (Ohio) High School.

——W. T. GOODEN, formerly of Ohio, has been engaged to teach, for three years, in the Southern Indiana Normal School at Paoli.

——ANDREW F. WEST, of the Hughes High School at Cincinnati, has become Principal of the Morris Academy at Morristown, N. J.

——ELI DUNKLE has been elected Superintendent of the Public Schools of Hamden Junction. He is a graduate of the Ohio University.

——T. C. FLANEGIN was, in June last, re-elected Superintendent of the Public Schools of Pomeroy. He has already served eight years.

——D. L. KIEHLE, Principal of the Normal School at St. Cloud, has been appointed Superintendent of Public Instruction in Minnesota.

——C. T. COATES has been re-elected for three years Principal of Carlton College and Superintendent of Public Schools of Syracuse, Ohio.

——J. C. TORRENCE is retained as Superintendent of the Public Schools of Ft. Recovery, at an increased salary. The schools began Sept. 26.

——G: PAYNE QUACKENBOS, the well-known school-book author, died at New London, N. H., July 24. He was born in New York in 1826.

——S. S. KNABENSHUE, for two years past Superintendent of the Public Schools of Lancaster, Ohio, is now editing a paper at Evansville, Ind.

——G. N. CARRUTHERS, Superintendent of the Public Schools of Salem, spent his vacation in visiting Scotland, Ireland, England, and France.

——J. P. BARDEN, last year Principal of the Milan Public Schools, began work July 7 in the State School Commissioner's Office as second clerk.

——F. M. UMHOLTZ, late Superintendent of the Public Schools of Leetonia, Ohio, is now engaged in the newspaper business at Sharon, Pa.

——E. C. DELANO has been unanimously re-elected Assistant Superintendent of the Chicago Public Schools. He has already served four years

——D. P. PRATT has succeeded S. E. Shutt as Superintendent of the Public Schools of New London, including all the schools of the township.

——W. A. ARNOLD, late Adjunct Professor of Mathematics at Cornell University, has been engaged to teach in the Institute at Vermillion, Ohio.

——MARY D. CAMPBELL has resigned her position in the Portsmouth High School to take a position in the Youngstown (Rayen) High School.

——S. D. BARR, formerly Principal of the West-Side High School in Cleveland, is now engaged in the insurance business in the city of New York.

——WM. T. REED, late Principal of the San-Francisco Boys' High School, has succeeded Dr. Le Conte as President of the State University of California.

——DR. W. G. RICHARDSON has resigned his position at Austin College, Texas, on account of the financial pressure under which the College is laboring.

——B. M. Reynolds has resigned the Superintendency of the Public Schools of Northfield, Minnesota, and taken charge of those of Faribault, Minnesota.

——A. W. Oliver, late Principal of the Gilroy High School, California, has taken the Superintendency of the Public Schools of San José, in the same State.

——Howard Sandison, Principal of the Terre-Haute High School, has been elected Teacher of Methods in the Indiana State Normal School at Terre Haute.

——Michael Seiler, Principal of the Lafayette High School, has been elected Teacher of Geography in the Indiana State Normal School at Terre Haute.

——M. H. Watkins, formerly Principal of the Racine (Ohio) Public Schools, was elected, July 28, Superintendent of the Public Schools of Clifton, W. Va.

——H. S. Jones, who has, for so many years, been Superintendent of the Public Schools of Erie, Pa., has received the degree of Ph. D. from Lafayette College.

——John W. Akers, Superintendent of the Public Schools of Cedar Rapids, is the Republican nominee for State Superintendent of Public Instruction in Iowa.

——J. H. Asher, of Mt. Sterling, has taken up his residence at Woodstock, Champaign County. He has retired from the business of teaching for a time, at least.

——The Hon. J. W. Simonds, formerly State Superintendent of Public Instruction in New Hampshire, has been elected Principal of a Seminary at Manchester, Vt.

——Charles H. Lewis, son of Sup't M. H. Lewis, of Circleville, has been tendered the Superintendency of the Public Schools of Newcomerstown, at a salary of $1,000.

——The Hon. Alonzo Abernethy, formerly State Superintendent of Public Instruction in Iowa, has taken the Principalship of the Osage Seminary in the same State.

——Dr. MacVicar has resigned the Principalship of the Normal School at Ypsilanti, Mich., and accepted a theological professorship in a Baptist College at Toronto, Canada.

——I. M. Clemens, late Superintendent of the Public Schools of Madison, has taken charge of the Public Schools of Canal Dover in place of Hamilton Wallace, resigned.

——C. H. Chandler, who has, for nine years, been a Professor at Antioch College, Ohio, has taken the professorship of Chemistry and Natural Science at Ripon College, Wis.

——D. B. Moak, last year Superintendent of the Public Schools of Westwood, died June 27, of consumption. He was highly respected by his co-laborers in Hamilton county.

——A. B. STUTZMAN was re-elected for two years Superintendent of the Schools of Kent. Salary $1,000. He did not accept, and the Board afterwards increased the salary to $1,200.

——ALFRED AYRES is the pseudonym of Thomas Embley Osmun, M. D. His recent work, called "The Orthoepist," published by D. Appleton & Co., has reached the seventh edition.

——JEREMIAH MAHONY has been elected Principal of the Washington School, Chicago, Ill. Mr. Mahony acted as a Chicago Principal before he became editor of the *Educational Weekly.*

——J. J. ALLISON has been re-elected Superintendent of the Public Schools of Jackson. He has already served two years. He has 14 teachers to assist him in conducting the schools.

——C. MORRIS PHILLIPS, Professor of Mathematics and Natural Philosophy at the University of Lewisburg, Pa., has accepted the Principalship of the Normal School at West Chester, Pa.

——ABRAM BROWN has been elected Principal of the Columbus High School, a position he held about a dozen years ago. We welcome Mr. Brown again to the ranks of Ohio teachers.

——WARREN HIGLEY, formerly Principal of the West-Side High School in Cleveland, and afterwards Superintendent of the Public Schools of Dayton, is now a Police Judge in Cincinnati.

——J. A. I. LOWES, for several years Superintendent of the Public Schools of New Richmond, has been elected to a like position in Portsmouth, as successor of W: Friesner, resigned.

——J: B. PEASLEE has been unanimously re-elected Superintendent of the Cincinnati Public Schools. He has already served seven years, as long as any preceding Superintendent in that city.

——R. H. HOWEY has been appointed Principal of the Public Schools of Helena, Montana. Salary $1,800. Whether he will retain his position as Territorial Superintendent we are unable to say.

——J. M. GUINN has taken charge of the Public Schools of Los Angeles, California, and the late Superintendent, Mrs. Chloe B. Jones, has been transferred to the Principalship of the High School.

——PROF. J. M. LONG, of Richmond, Mo., contributor to the *Monthly*, has been elected to the Chair of Philosophy in the University of Mississippi, at Oxford. Salary $2,000 in addition to house rent.

——SAMUEL MAJOR, who has been resting the last year, but who, the previous six years, was Superintendent of the Public Schools of Greenfield, is now Principal of the Lancaster Public High School.

——J. BALDWIN, author of "School Management," and for years Principal of the Normal School at Kirksville, Mo., has been elected Principal of the Sam. Houston Normal Institute, at Huntsville, Texas.

——THE Hon. H. D. McCarty, formerly State Superintendent of Kansas, is now Professor of Mathematics at Highland University, in the northeastern part of the State. Mr. McCarty formerly taught in Ohio.

——Mrs. Kate Brearley Ford's work at the Cincinnati Teachers' Institute was highly complimented. A reporter says the "teachers were remarkably well pleased, and seemed unable to say enough in her praise."

——Daniel Gano Ray died in Cincinnati July 29. He was a member of the Union Board of High Schools. He was born June 28, 1833, and was a son of Dr. Joseph Ray, the mathematical author, who died about 1856.

——W: Dwight Whitney, of Yale College, has received from the Emperor of Germany the order of knighthood *pour le merite* for science and arts. Does Prof. Whitney's name now become William Dwight *von* Whitney?

——A. J. Snoke, formerly a teacher at Warren, Ohio, still holds his place as Superintendent of the Public Schools of Princeton, Ind., although elected to a like position at Jeffersonville and Muncie, in the same State.

——W. W. Grant, late Principal of the High School at Leavenworth, Kansas, has taken charge of the Indianapolis High School. Mr. Fish, of Chicopee, Mass., who had been previously elected, having declined to accept.

——Bella M. Child, who has been teaching in New Lisbon, has resigned to take a position in the Public Schools of Stillwater, Minn. She hopes a change of climate will improve her health, which has been delicate.

——Prof. John Ogden, on account of a felon in the palm of his right hand and a carbuncle on the back of his hand, which caused him immense suffering, was obliged to give up his summer Institute engagements in Iowa.

——The Hon. Jas. H. Smart, of Indiana, and E. V. DeGraff, of New Jersey, have each promised to attend a Convention of County and City Superintendents of West Virginia, to be held at Wheeling some time this fall or next winter.

——Geo. P. Brown, President of the Indiana State Normal School, at Terre Haute, Ind., has issued a circular explaining the origin of the late trouble between certain members of the Faculty and himself. The Trustees sustain Mr. Brown.

——W. M. Friesner has resigned the Superintendency of the Public Schools of Portsmouth, Ohio, and taken the place, at Cedar Rapids, Iowa, of Mr. Akers, who has received the Republican nomination for State Superintendent of Public Instruction.

——Mrs. Sarah A. Hanson (neé Houer) died in Salem, Ohio, Aug. 19, 1881. Mrs. Hanson was the wife of John Hanson, to whom we made personal reference some months ago. She was formerly a popular teacher, having taught in Canfield, Lima, and Marion.

——Mary K. Schriner is, this year, the elocutionary teacher of the Public Schools of Washington, D. C., a position, we believe, she formerly held. Miss Schriner's Institute work in Columbiana County, Ohio, last November will be remembered by the teachers present.

——Joseph Rea has resigned the Superintendency of the Public Schools of Newcomerstown to take charge of those of Dresden, at a salary of $900 for

8 months. Mr. Rea served four years at Newcomerstown. The Board of Education honored him with a complimentary resolution, passed unanimously.

——The Hon. T: W. Harvey, Superintendent of the Public Schools of Painesville, and formerly Ohio State Commissioner of Common Schools, was honored, in June last, by the degree of Doctor of Philosophy by Allegheny College on the same day that he received a like honor from Wooster Universitv.

——W. H. Stewart, Superintendent of the Public Schools of Oxford, rejoices in a State certificate, obtained last winter. His name was omitted from the published list. The Clerk failed to send us a list of the names of those to whom certificates had been granted, and our list was made from a newspaper notice.

——Phebe Sudlow has, on account of ill health, resigned the chair of English Literature in the Iowa State University. She will reside at Davenport, where she so long acted as Superintendent. Her successor is May Fennimore Smith, who has, for the last five years been teacher of Literature at the Prichard Institute at Glasgow, Mo.

——C. F. Dean, for several years past the Superintendent of the Public Schools of Ironton, when packing up, about the first of August, preparatory to moving to Washington C. H., was surprised by a visit from about fifty friends, who, through their spokesman, the Rev. J. H. Gardner, presented him with an 85-dollar Waltham watch, 3oz. gold case, 18 carats fine.

——Dr. Thomas Corwin Mendenhall has returned to the Professorship of Physics in the Ohio State University, after serving for three years in a like position in the Imperial University at Tokio (Yedo), Japan. Thousands of Ohio teachers gladly welcome his return. In August last, at the meeting in Cincinnati of the American Association for the Advancement of Science, he was chosen Chairman of the Section of Physics.

——A. G. Farr, late Principal of the Columbus (Ohio) High School, has left teaching for the law, and is now in the law office of George Willard and George Driggs, solicitors of the Pennsylvania, and Pittsburgh, Cincinnati, and St. Louis Railway Companies at Chicago. Mr. Farr confided to us his law project before he had been elected Principal of the Columbus High School. He will be missed by his Ohio confrères. We wish him unbounded success in his new calling.

——Andrew Burtt, the veteran Principal of the Ralston Public School in Pittsburgh, and author of Burtt's Grammar, died at his residence in Pittsburgh, July 3. He was born near Pittsburgh Feb. 17, 1817. His father was a coal miner, and the son worked in the mines two years, beginning when he was nine years of age. He then worked on a farm for five years, and at sixteen went to learn the trade of glass-blowing, which he followed until he was twenty-seven years of age. From that time until his death, a period of thirty years he acted as Principal of the Ralston School. Mr. Burtt will be greatly missed in Pittsburgh, and by the teachers of Pennsylvania.

INSTITUTES.

COSHOCTON Co.—Place, Coshocton; time of beginning, Aug 1; duration three weeks; enrolment——; instructor, W. H. Tibbals; officers elected:—Pres., R. F. Platt; Vice-Presidents, Ada Klossen, Pauline Weiser, and G. L. Garrett; Sec., Emma Ayres; Treas., D. T. Lee; Ex. Com., Esther L. Strauss, R. G. Ralston, and W. D. Gibson. The usual resolutions complimentary to instructor and officers were passed, and one welcoming Mr. Gibson to the county.

DELAWARE Co.—Place, Delaware; time of beginning, Aug. 22; duration, one week; enrolment, 70 gentleman and 140 ladies, total 210; instructors, G. R. Rosseter, R. B. Marsh, and Prof. Mitchell (penmanship); evening lecturers, G. R. Rosseter and Prof. Perkins; officers eleeted:—Pres., J. S. Campbell; Sec., L. S. Boyd; Treas., W. G. Williams; Ex. Com., J: A. Cone, Mrs. Powers, Emma Perfect, Ida Newell, and E. P. Hoover.

PIKE Co.—Place, Waverly; time of beginning, Aug. 15; duration, one week; enrolment, 60; principal instructors, L. D. Brown and G: E. Campbell.

BUTLER Co.—Place, Hamilton; time of beginning, Aug. 22; duration, one week; enrolment, large, probably 200; principal instructors, L. D. Brown and E. S. Cox; Tuesday was devoted exclusively to Natural Science, J: Mickleborough, J. P. Sharkey, Dr. J. P. McClean, J. K. Belch, and Pres. Myers (of Farmers' College), participating in the exercises; officers elected:—Pres., L. D. Brown; Vice-Presidents, John Q. Baker and Emma Cummins; Secretaries, S. I. McClelland and Rose Morgenthaler; Ex. Com., J. P. Sharkey, J. L. Trisler, and L. E. Grennan.

KNOX Co.—Place, Fredericktown; time of beginning, Aug. 22; duration, one week; enrolment——; instructors, J. C. Hartzler and R. H. Holbrook. Prof. E. T. Tappan was present on the last day, and spoke of school exhibits at the county fairs. Officers elected:—Pres., J. C. Merrin; Vice-Presidents, A. E. Johnson and Etta Dunlap; Sec., Candace Lhamon; Treas., B. F. Morris.

CRAWFORD Co.—Place, Bucyrus; time of beginning, Aug. 22; duration, one week. No report. We have the previously-announced program, but do not know how closely it was followed.

GALLIA Co.—Place, Gallipolis; time of beginning, Aug. 8; duration, two weeks; enrolment, 126, 70 gentlemen and 56 ladies; principal instructor, W: D. Henkle; evening lecturers, W: D. Henkle, (two lectures), and the Rev. C. F. Creighton (Cuneiform Inscriptions). Officers elected:—President, H. A. Brandyberry; Vice-Pres., L. D. Fillinger; Sec., Lutta Allison. The Secretary's report made no allusion to day exercises. Competetive examinations for first and second prizes in eight different branches were conducted daily for eight days by M. E. Hard, A. A. Moulton, J. H. Phillips, Rev. C. F. Creighton, W. H. Mitchell, J. J. Allison, and others. Papers were read by J. H. Phillips, Miss H. U. Maxon, Dr. R. D. Jacobs, Rio-Grande professors, and others. Mrs. Eva Child Mason, of Columbus, gave an entertainment one evening. Her readings were well received. She was particularly successful in the rendition of some pathetic passages.

HARRISON Co.—Place, Jewett; time of beginning, Aug. 15; duration, one week; enrolment——?; a score of names appear on the program of those participating in the day exercises; evening lecturers, the Hon. D. F. DeWolf and J. W. Raveill; entertainment by Mrs. Eva Child Mason; officers elected:—W. H. Dickerson, Pres.; J. C. Smith, Jennie Arnold, and W. H. Smylie, Vice Presidents; Annie Cope, Sec.; Laura McCarty, Ass't Sec.; W. H. Smylie, Treasurer.

CLINTON Co.—Place, Wilmington; time of beginning, July 18; duration, three weeks; instructors, T. J. Moon, D. B. Van Pelt, Ed. West, and B. E. Page; officers elected:—N. H. Chaney, Pres.; James W. Fisher, Vice President; and W. J. Sewell, Elijah Van Pelt, Elijah B. Severs, Jennie Brazil, Lida Osborn, Joseph Hadley, L. A. Wysong, B. E. Page, A. E. Moon, Jerry Fisher, Wm. Reeder, Lizzie R. Harvey, and B. B. Vandervort, Institute Committee, representing thirteen townships, to elect an Executive Committee.

PICKAWAY Co.—Place, Circleville; time of beginning, Aug. 22; duration, one week; enrolment, 81 gentlemen and 28 ladies, total, 109; instructors, T: W. Harvey and W: D. Henkle; officers elected:—M. L. Smith, Pres.; Juliette Smith, Vice-Pres.; E. E. Marshall, Sec.; Geo. A. Parks, Treas. T. W. Harvey gave an evening address at Tarlton.

MEDINA Co.—Place, Wadsworth; time of beginning, Aug. 8; duration, three weeks; enrolment, 239, (four more than last year, and the largest yet obtained in the county); instructors, Samuel Findley, (Object Lessons, Government, and Primary Arithmetic), W. R. Comings, (Arithmetic, Writing, and Composition), D. A. Haylor, (Grammar and Reading), S. Thomas, (Geography and Orthography), J. D. Ross, (Mental Arithmetic); evening lecturers, S. Thomas, (Relation of Teacher to Parent), W. R. Comings, (Reforms in Education), S. Findley, (Reading from N. A. Review, "Ghost-seeing"), B. A. Hinsdale, (Time as an Element in Education). Social meetings constituted a pleasant feature of the session, there being two of these held at the school-house and a number of others of smaller attendance at various private houses. "Directors' Day" was observed on Thursday of the last week. On this occasion was read the report of a committee appointed the first week to secure statistics of the country schools. It contained some striking facts in regard to salaries of teachers, methods of teaching, &c. Officers elected:—Pres., H. C. Knox; Vice-Pres., Florence M. Stone; Sec., Mary Lytle; Ex. Com., L. D. Inskeep, J. M. Seaton, Frank Miller.

MORROW Co.—Place, Mt. Gilead; time of beginning, August 15; duration, one week; enrolment, 120, 70 ladies and 50 gentlemen; instructors, A. G. Crouse, T. J. Mitchell, L. M. Lydy, and B. J. Ashley; evening lecturer, H. M. Perkins; officers elected:—President, L. J. James; Secretary, Alice Bunker; Executive Committee, L. M. Lydy, M. B. Hammond, and S. A. Bunker. Place of next meeting, Cardington, Ohio.

SENECA Co.—Place, Green Spring; time of beginning, August 15th; duration, two weeks; enrolment, 130; instructors and topics, S. J. Kirkwood, Arithmetic, Geography, and Reading; C. O. Knepper, Grammar,

Theory and Practice, and Orthography; and J. D. Luse, Music; evening lecturers and subjects:—Dr. S. J. Kirkwood delivered two, one on "Comets and Meteorites," and one on "Oxygen—its relation to life, vegetation, etc."; Rev. J. W. Mendenhall, "Egypt and the Pyramids"; Rev. R. B. Moore, "Socrates"; Prof. C. O. Knepper, "Learning; Its Acqtisition"; Rev. S. W. Meek, "The Law of Habit"; Dr. J. B. Helwig, "The Origin and Destiny of the English Language"; Hon. D. F. DeWolf, "The Relation of the Community to Education"; Dr. F. W. Entrikin, "Physical Culture"; essayists and subjects:—C. H. Shock, "Responsibilities of Life"; Miss Victoria Sawyer, "Social and Literary Culture"; E. C. Palmer, "Hobbies"; H. C. Ostien, "Our Teachers and their Methods"; H. E. Willoughby, "Ancient Greece; Its Laws and Regulations"; E. O. Loveland, "The Teacher"; officers elected:—President, M. D. Weller; Vice-President, F. P. Wilber; Secretaries, Clara Roop and Amanda Clouser; Treasurer, B. F. Myers. The Institute was one of interest, being well attended, not only by teachers, but by citizens.—CLARA ROOP, *Secretary.*

Ross Co.—Place, Chillicothe; time of beginning, Aug. 1; duration, 1 week; enrolment, 200; instructors, W: Richardson, C. W. Bennett, and James H. Poe.

ASHLAND Co.—Place, Ashland; time of beginning, Aug. 1; duration, 1 week; enrolment, about 175; instructors, Alston Ellis, J. W. Knott; evening lecturers the same, and Dr. Helwig of Wittenberg College. The Institute resolved to organize Township Institutes, and passed resolutions in favor of the Township-System and County Superintendency. Professor Keim, Huber, Lichty, and Rupert, of Ashland College, added interest to the institute by their presence and good words. Officers elected:—President, D: Torbet; Sec., Maggie Brown; Ex. Com., E. J. Grosscup, J. H. McFadden, and L. M. Smith.

TRUMBULL Co.—Place, Cortland; time of beginning, Aug. 8; duration, 2 weeks; enrolment,—(?); instructors, S: Findley and U. T. Curran. Officers elected:—President, C. D. Stevenson; Vice-Pres., H. D. Baldwin; Ex. Com., E. F. Moulton, G. C. Spencer, and E. J. Short.

VINTON Co.—Place, McArthur; time of beginning Aug. 8; duration, 1 week; enrolment, 21 five days, 13 four days, 12 three days, 16 two days, and 22 one day, total 84; principal instructors, W. G. Williams and Josie Lemmon, assisted at times by Eli Dunkle, G. F. Gilbert, J. C. Pugh, the Hon. D. F. De Wolf, H. C. Jones, H. W. Coultrap, and John D. Brown; evening lecturers, Josie Lemmon, the Hon. D. F. DeWolf, and W. G. Williams. On Monday evening Eli. Dunkle conducted an old-fashioned spelling school, and Friday was devoted to a re-union and to select readings and recitations. At a competitive examination in spelling on Friday afternoon, J. A. Calhoun, a non-resident of the county, spelled all the words, but he declined to accept the prize, which was awarded H. S. Jordon. The next session will be held at Hamden, beginning the second Monday of August, 1882. Officers elected:—Pres., Eli Dunkle; Vice-Presidents, G. F. Gilbert and W. H. Seitz; Sec., N. C. Darst; Treas. C. W. Shively.

PORTAGE Co.—Place, Ravenna; time of beginning, Aug. 8; duration, two weeks; enrolment, 230; instructors, T: W. Harvey, J. C. Hartzler, and Jennie I. Greene; evening lecturers, T: W. Harvey and I. M. Clemens.

MORGAN Co.—Place, McConnelsville; time of beginning, Aug 15; duration, one week; enrolment, 138; instructors, A. Schuyler, M. R. Andrews, and Harriet Keeler. The Hon. D. F. DeWolf delivered an evening lecture. He also spoke at a day session. Miss Ralston read an essay on "The Schoolmasters of the Middle Ages." No further particulars.

MONTGOMERY Co.—Place, Dayton; time of beginning, Aug. 1; duration, one week; enrolment, 81 gentlemen and 40 ladies, total 121; instructors, W. G. Williams, W: D Henkle, and Marie E. Jacque; officers elected:—B. F. Hershey, Pres.; B. B. Harlan, First Vice-Pres.; Lizzie Anderson, Second Vice-Pres.; Mrs. Helen M. Reiszer, Sec.; A. J. Willoughby, Treas. Dr. Goodhue read a day lecture on "Nervous Prostration." A delightful re-union was held at the beautiful suburban residence of J. C. Morris and Miss Jacque, two miles from the Court-House. The hero of the project was C. C. Davidson.

SUMMIT Co.—Place, Akron; time of beginning, Aug. 29; duration, one week; instructors, T: W. Harvey, W: D. Henkle, and Jennie I. Greene; evening lectures, W: D. Henkle, T: W. Harvey; entertainment by Miss Greene, assisted by Mr. Glover and other musicians; officers elected:—Frederick Schnee, Pres.; Mary Moore, Sec.; M. L. B. Field, Treas. County Supervision and the Township system were endorsed, and a resolution in reference to President James A. Garfield was passed.

HURON Co.—Place, Norwalk; time of beginning, Aug. 8; duration, two weeks; enrolment, 131; Instructors, Alston Ellis, J. C. Kinney, and W. H. Sprague; evening lecturers, Alston Ellis (three) and J: C. Kinney; one evening was devoted to a discussion of "Morals in the Schools," and the last evening to a re-union consisting of recitations, music, etc.; essays were read by Clara R. Donaldson, E. H. Webb, W. W. Jump. J. A. Cobban, and Emma J. Carl; officers elected:—President, J. A. Cobban; Vice-Presidents, W. W. Scroggie, C. E. Snyder, and S. L. Armstrong; Sec., Eliza S. Tainter, Ass't Sec., Helen Barnard; Ex. Com., B. F. Remington, Emma J. Carl, L. L. Austin, Sophia C. Wehrmeister, and E. H. Webb.

WARREN Co.—Place, Lebanon; time of beginning, Aug. 25; duration, two weeks; enrolment, first week, 86; instructors, J. F. Lukens, A. B. Johnson, C: E. McVay, and Prof. Loer the first week, J. F. Lukens, J. H. Laycock, and Prof. Loer the second week; evening lecturer, A. B. Johnson; institute committee elected:—R. M. Mitchell, J. M. Mulford, Carrie E. Dill, Abbie L. Rogers, and Hampton Bennett. The Institute endorsed County Supervision, called on the Examiners to raise the standard for certificates, voted for a two weeks' Institute next year, and passed resolutions of sympathy with the wife and family of President Garfield.

CLARK Co.—Place, Springfield; the Hon. D. F. DeWolf delivered an address; officers elected:—Pres., W. J. White; Sec., Siloam Boyd; Treas., Ella McKee; Ex. Com., J: W. Pierce, J. A. James, J. T. Tuttle, W: Myers, and R. D. Evans. No further particulars.

PUTNAM CO.—Place, Ottawa; time of beginning, Aug. 1; duration, two weeks; enrolment, 90; Prof. Sniff, (arithmetic) the first week, J: P. Patterson, (elementary school work and natural science) the second week, and S. F. De Ford both weeks; evening lecturer, J: P. Patterson, two lectures, "Easy Science," and "The Shells of Blanchard River"; officers elected:—Pres., J. T. Tood (?); Chairman of Ex. Com., J. C. Light; Sec., Miss V. Alexander. The next session will be held at Ottawa the last week of July and the first week of August in 1882.

MADISON CO.—Place, London; time of beginning, Aug. 8; duration, one week; enrolment equal to the number of teachers necessary to supply the schools of the county; instructors, S. J. Kirkwood, J. W. Mackinnon, and W. F. Wentworth (elocution); S. E. Thornton, of South Solon, bore off the prize (the *Ohio Educational Monthly*) for spelling correctly the greatest per cent. of 100 words pronounced by J. W. Mackinnon.

BOOK NOTICES.

SHAKESPEARE'S OTHELLO, The Moor of Venice. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath. 1881. Pages 209.

The Introduction, which contains 43 pages, discusses the following topics, "Date of the Composition," "Borrowed Matter, "Time of the Action," "Relative Merits," "Dramatic Use of the First Act," "Delineation of Iago," "His Intellectual Virulence," "His Motives Self-generated," "Character of Cassio," "Characteristics of the Moor," "Othello not a Negro," "His Enthusiastic Heroism," "Othello's Courtship," and "Desdemona." It is needless to commend this play, as edited by Hudson, to those readers of Shakespeare to whom the play is a favorite.

THE DICTIONARY OF EDUCATION AND INSTRUCTION: A Reference Book and Manual on the Theory and Practice of Teaching, for the Use of Parents, Teachers, and Others; based upon the Cyclopædia of Education. By Henry Kiddle and A. J. Schem. New York: E. Steiger & Co. 1881. Pages 329.

This little dictionary cannot fail to be of great value to young teachers, and even old teachers will find in it important suggestions. Some of the subjects as Algebra, Alphabet, Analysis, Arithmetic, Authority, Bookkeeping, Chemistry, Composition, Developing Method, Drawing, Education, English, English Literature, Fiction, Geography, Geology, Geometry, Grammar, Habit, History, Hygiene, Imagination, Instruction, Intellectual Education, Kindergarten, Mathematics, Memory, Object Teaching, Oral Instruction, Orthography, Phonetics, Punishment, Recitation, Rhetoric, School Furniture, Science, Singing, Social Economy, Ventilation, and Culture of the Voice, occupy from two to nine pages.

A BRIEF HISTORY OF ANCIENT PEOPLES, with an account of their Monuments, Literature, and Manners. A. S. Barnes & Co. New York and Chicago. 1881. Pages 328.

This book belongs to Barnes's One-Term Series. The topics discussed are Egypt, Babylonia and Assyria, Phœnicia, Judea, Medea and Persia, India, China, Greece, and Rome. In the appendix are "The Seven

Wonders of the World," "The Seven Wise Men," and "Historical Recreations" in the form of questions. The book is amply illustrated with cuts and maps. There is also a 6-page index. We have read consecutively with real pleasure the first seventy-two pages in relation to Egypt and Babylonia and Assyria.

OUR BROTHER IN BLACK: HIS FREEDOM AND HIS FUTURE, by Atticus G. Haygood, D. D., President of Emory College, Oxford, Ga. Nashville, Tennessee: Southern Methodist Publishing House. New York: Phillips & Hunt. Cincinnati: Walden & Stowe. 1881. Pages 252.

This book has been written in a truly Christian spirit, and it reveals the feeling of the better class of Southern men towards the freedmen of the south in their new relations, which are looked upon as the result of the overrulings of an All-wise Providence. The following titles of the chapters will indicate the points from which Dr. Haygood has viewed the subject:—Six Millions of Negroes, Some Characteristics, Here to Stay, Providence in their Location, The Negro Free, Providence in Emancipation, The Emancipation Proclamation, The Freedman made a Citizen, The Time Element in this Problem, Canterbury Green in 1831–1834, A National Problem, The Methods of our Problem, Schools for Negroes, Some Work good People are doing, The Negro as a Member of the Community, The Negro and the Land, The African Churches in America, and These African-Americans and Africa. We wish this book could be read all through the North as well as the South. Such a reading would do much to render the people of the United States more homogeneous in their views.

SIXTH REPORT OF THE BOARD OF TRUSTEES OF PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA, 1879–'80. Washington: The Globe Printing and Publishing House. 1881.

This Report is a neat bound volume of nearly 300 pages. It contains the report of J. Ormond Wilson, Superintendent of the White Schools, and of Geo. F. T. Cook, Superintendent of the Colored Schools. These reports show that in the Public Schools of Washington and Georgetown the enrolment of White Children was 15,728, and of Colored Children 8,080, or in all 23,808.

REPORT OF THE COMMISSIONER OF EDUCATION FOR 1879. Washington: Government Printing Office. 1881.

This Report is a magnificent volume of 987 pages, containing a vast fund of information not to be found anywhere else. We expect to make free use of it in future in our department of educational intelligence.

EDUCATION AS A SCIENCE. By Alexander Bain, LL. D., Professor of Logic. New York: D. Appleton & Co. 1881. Pages 480. Bound in red cloth. Price $1.75.

This book will be sought after with eagerness by Ohio teachers, as it has been made by the State Board of Examiners (see notice elsewhere) a basis of Examination in the Theory of Education. We regard this volume as the most remarkable work on education that has issued from the press within the last hundred years. Its great value is that it provokes thought in the mind of any reader advanced enough to understand the philosophy of the author. The work ranges over a field not covered by any other work on education yet published in the English language.

Those who have read Mr. Bain's large works on "The Emotions and the Will" and "The Senses and the Intellect" might infer the side from which the author would be apt to view educational questions. To suggest to our readers something of the scope of the work, we give the titles of its chapters:—Scope of the Science of Education, Bearings of Physiology, Bearings of Psychology, Terms Explained, Education Value, Sequence of Subjects—Psychological, Sequence of Subjects—Logical, Methods, The Mother Tongue, The Value of the Classics, The Renovated Curriculum, Moral Education, Art Education, and Proportions. The Appendix contains "Further Examples of the Object Lesson."

A Latin Grammar for Schools and Colleges. By Albert Harkness, Ph. D., LL. D., Professor in Brown University. Revised edition of 1881. New York: D. Appleton & Co. 1881. Pages 430. Introductory price $1.12, Exchange price 75 cents.

This work is a thorough revision of Harkness's Latin Grammar, first published in 1864. This revision has been made necessary by the new light that recent philological research has thrown upon Latin forms, and inflections, the laws of phonetic change, the use of cases, moods and tenses, and the origin and history of numerous constructions. It is sufficient to say that Dr. Harkness has done his work well, and given us one of the most scholarly of the Latin grammars yet published in America. The critical teacher will be delighted with the numerous instructive footnotes that characterize the new edition.

Elements of Quaternions. By A. S. Hardy, Ph. D., Professor of Mathematics, Dartmouth College. Boston: Ginn, Heath & Co. 1881. Pages 230.

Very few works on Quaternions have as yet been published. This is, we believe, the first book of the kind yet published by an American publishing house. Hamilton's Elements of Quaternions is a very large and costly volume. This volume, which is somewhat smaller than Tait's, which contains 296 pages, is beautifully printed. It can hardly fail to have an influence in extending the knowledge of Quaternions among American mathematicians. Comparatively few of the teachers of mathematics in this country, whether in High Schools or Colleges have as yet given close attention to Hamilton's great mathematical invention or engine of investigation.

Points of History for Schools and Colleges. By John Lord, LL. D. New York: A. S. Barnes & Co. 1881. Pages 293.

This is a book of questions and answers, ranging over the historic field from ancient Greece to the close of our late Civil War. The whole number of questions answered is 1924, comprised in eighteen chapters. These questions are valuable because they relate to the most important events of general history. The book has an index of 19 pages, thus making reference easy.

How Not to Teach; or, 100 Things the Teacher should not do. With Reasons Why. Also an Appendix containing Apt Quotations for Use in Schools. By Wm. M. Giffin, Principal City Training School, Newark, N. J.

This is a little covered pamphlet of 30 pages. The title is a sufficient explanation of its scope.

PRACTICAL LESSONS IN IDIOMATIC FRENCH; embracing Reading, Composition, and Conversation. By Alfred Hennequin, M. A. New York: D. Appleton & Co. 1881. Pages 159.

The author is to be thanked for giving us an excellent work on a subject which is too much neglected in the ordinary books prepared for the teaching of French. The idioms of a language are its distinctively-vital parts. One who learns to converse in or read a foreign language without a knowledge of its more difficult idioms, adopts a stiff mode of speech and fails to get the full thought of the authors he reads. One of the idioms treated of in the first lesson is the one involved in "*Je vous en veux*," a literal translation of which "I to you of it wish," would not likely suggest the meaning, "I am angry at you."

BEGINNERS' LATIN. A Drill-Book and Practical Introduction to the Classic Authors. By W. M'D. Halsey, Ph. D., Principal of Duane S. Everson's School for Boys. New York: William R. Jenkins, 850 Sixth Avenue, New York. 1881. Pages 207. 12 mo., cloth, $1.00. Sample copy mailed to teachers for 50 cents. Special introductory rates allowed.

This novel book has been prepared by a graduate of Princeton. It is a combination of the system of McClintock and Crooks, with a certain amount of interlinear translation. One of the peculiarities of the book is exercises in false etymology and false syntax, to be corrected by the pupil. The book is complete in itself, having a vocabulary. Teachers of Latin will be interested in examining the new departure.

WORD-BUILDING; for the Use of Classes in Etymology. By S. S. Haldeman, LL. D., M. N. A. S. Philadelphia: J. B. Lippincott & Co. 1881. Pages 58.

Here is a neat little book, by a late eminent philologist, that displays more critical scholarship than a cart-load of ordinary school etymologies. It is confined exclusively to a single department of etymology, namely, the construction of words. One would hardly think that there is any connection between the words *metaphor*, *furtive*, and *fortune* and the word *bear*. Prof. Haldeman shows that primarily they are all re*fer*able to one root. We commend this book to all who want to become skilful etymologists.

ELEMENTS OF ALGEBRA. By G. A. Wentworth, A. M., Professor of Mathematics in Phillip Exeter Academy. Boston: Ginn & Heath. 1881. Pages 380.

This book is well supplied with examples for practice. It contains more subjects than the ordinary first lessons in Algebra, and less than the larger works. Two chapters, containing nearly 50 pages, are devoted to *Choice* and *Chance*. Why so much attention should be given to these subjects, and the general theory of equations be omitted, we are unable to see. The work has some good features, but it lacks rigor in some of its so-called demonstrations; it deals with processes rather than with rigorous demonstration.

NATIONAL ARITHMETIC; Oral and Written. For Common and Graded Schools, Academies, etc. By Joseph Ficklin, Ph. D. A. S. Barnes & Co., New York and Chicago. Pages 394.

This book belongs to Barnes's New Series of Mathematics. It is so near like the corresponding Arithmetics that have been published within the last dozen years that we hardly see a reason for its publication except as

one of a series. A few new thoughts, however, may be gleaned from it, and it compares favorably with its predecessors.

THE COMPLETE ALGEBRA. For High Schools, Preparatory Schools, and Academies. By Edward Olney. New Edition. New York: Sheldon & Co. Pages 439.

Prof. Olney says, "The *processes* of a mathematical science are of comparatively little worth to a great majority of those who study them; the development of the reasoning powers to which such studies are addressed is of the highest importance." This book has been prepared with this idea as a governing principle.

A SELECTION OF SPIRITUAL SONGS, for the Sunday-School. Selected and arranged by the Rev. Charles S. Robinson, D. D. The Century Company, New York. Pages 249.

This book, which is an 18mo, is bound in red cloth limp. It contains 273 hymns.

FIRST LESSONS IN GREEK; adapted to the Greek Grammars of Goodwin and Hadley, and designed as an Introduction to Xenophon's Anabasis and Similar Greek. By Wm. S. Scarborough, A. M., Professor of Ancient Languages in Wilberforce University, Xenia, Ohio. A. S. Barnes & Co., New York and Chicago. Pages 156. Retail price $1.25. Wholesale or Introduction Price, 90 cts.

This book is intended to be used *with* one of the grammars named above, and not as preliminary to it. It is intended to be to the elements of the Greek what "Jones's Lessons" is to the elements of the Latin language. We spoke highly of Jones's book when it first appeared several years ago. If this book should prove to be the equal of that it can hardly fail to be popular.

A BRIEF OUTLINE OF GOVERNMENTS, with Notes on their Constitutions. Compiled by Sam. Pfrimmer, for 1881. Second Annual Edition. Price 10 cts. Danville, Indiana: J. E. Sherrill. 1881.

This is a little 45-page 24mo brochure giving the names of the chief ruler, chief cabinet officer, and foreign ministers of more than thirty countries, with brief foot-notes as to constitutions, etc.

THE TRAGEDY OF ABRAHAM LINCOLN. Or the Rise and Fall of the Confederate States. In five Acts. New York: Dr. C. W. Selden, 182 Lexington Avenue. Price by mail 15 cts. Pages 62.

It is said that "this play was successfully performed in all the theatres of war throughout the United States during 1860, 1861, 1862, 1863, 1864, and 1865, 1776 days and nights, being the longest run of any play on record." The play does not strike us as first-class by any means.

LIPPINCOTT'S POPULAR SERIES. By Marcius Willson.
The First Reader. Pages 96.
The Second Reader. Pages 160.
The Third Reader. Pages 228.
The Fourth Reader. Pages 334.

This series of Readers is entirely new, and has no connection whatever with the series prepared about twenty years ago by Mr. Willson, and which were published by the Harpers. The success of the former venture is attested by the fact that the Harpers have paid Mr. Willson $225,000 on copyright. Mr. Willson's experience has been brought to bear on this new series prepared for the great publishing house of J. B. Lippincott & Co., of Philadelphia. The books are finely printed, amply

illustrated by first-class engravings, and substantially bound. The publishers have done their part of the work well. The author has evidently put forth all his effort to make a novel series of Readers. The First Reader is profusely illustrated and is intended to be used as an aid to language lessons. The same plan of illustrations and language lessons, both oral and written, is continued through Part I. of the Second Reader. With Part II. begins a new plan which introduces Mr. Bookmore and his young friends. The rest of the series including the Fifth Reader, not yet received, gives in lessons a continuous narrative of the adventures of the persons here introduced, the last being devoted to a trip round the world. In this narrative are skilfully interwoven a great variety of poetical selections. We suspect that pupils on reaching the narrative portion of the Readers will be so much interested that they will read in advance the coming lessons. For the many other characteristics of the series we must refer to the series itself. See advertisement of J. B. Lippincott & Co.

SADLER'S COUNTING-HOUSE ARITHMETIC, a New and Improved Work on Business Calculations. With Valuable Reference Tables. Designed for Bankers, Brokers, Merchants, Business Men, Accountants, Farmers, Mechanics, Teachers, and Students, and Specially arranged and adapted as a Practical Text-Book for Business Colleges, High Schools, Academies, and Universities. By W. H. Sadler, Associate Author of Orton and Sadler's Business Calculator, President, Founder, and Proprietor of Sadler's Bryant and Stratton Business College, Baltimore, and A. J. Nugent, Practical Accountant, Baltimore, Md. Published by W. H. Sadler. 1881. Pages 510.

This is the largest Arithmetic that we have ever seen. Its 510 pages are each 8 inches long by nearly 5½ wide exclusive of the margin. It is a vast repository of information as to business matters, among which may be mentioned Bills and Accounts, Trade Discounts, Marking Goods, Annual Interest, Stocks and Bonds, Stock Exchange, Investments, Domestic Exchange, Foreign Exchange, Arbitration of Exchange, Commercial Paper, Banks and Banking, the Clearing-House, Savings' Banks, Fire Insurance, Life Insurance, General Average, Storage, Taxes, Custom-House, Bankruptcy and Insolvency, Averaging Accounts, Cash Balances, Trial Balances.

We commend the book to teachers for the vast amount of information which it contains, but we are sorry to see some misprints and errors of statement.

PRACTICAL RULES FOR PIANO-FORTE PLAYING. Including the Different Forms of Touch, Finger Exercises, all Forms of Scales and Arpeggios, with Rules of Fingering, Octave Playing and General Difficulties. A Text-Book for Teachers and Pupils. By P. J. Merges. Philadelphia: Lee & Walker. Pages 78. Sent by mail for 60 cts.

This is a very suggestive little book. Its rules seem to be the result of extended experience.

GERMAN WITHOUT GRAMMAR OR DICTIONARY; or, a Guide to Learning and Teaching the German Language according to the Pestalozzian Method of Teaching by Object Lessons. Part I. By Dr. Zur Brücke. New Edition, Revised and Enlarged. Chicago: S. C. Griggs & Co. 1881. Pages 176.

We noticed the first edition of this work. The present one contains several important changes. The letters have been changed from Latin

to English, several hundred words not before translated are carefully defined in vocabularies following the lessons, each lesson is divided into paragraphs, a reference vocabulary is added, and additional lessons are given. The author says that he has taught thousands of children and adults to use, in idiomatic German conversation, 2,000 words in a year. If his plan accomplishes this result it certainly deserves careful attention, for the ability to use 2,000 words idiomatically is sufficient to enable one to continue the study of the language with pleasure.

AN ELEMENTARY TREATISE ON MENSURATION, by George Bruce Halsted, A. B., A. M., and ex-Fellow of Princeton College; Ph. D., and ex-Fellow of Johns-Hopkins University; Instructor in Post Graduate Mathematics, Princeton College. Boston: Ginn, Heath & Co. 1881. Pages 243.

The head-line title of this book is "Metrical Geometry," "*metrical*" evidently being used as the adjective corresponding to the noun "*mensuration.*" The book is neatly bound in red cloth and is a great improvement on the old works on Mensuration prepared by Bonnycastle and Vogdes. We have no hesitation in commending the work to teachers and pupils as the best work on Mensuration yet published in this country.

TWO HUNDRED EXPERIMENTS IN NATURAL PHILOSOPHY, one for each school day of the year, with Numerous Directions to Teachers for making the necessary Apparatus. For Schools of all Grades. By Charles E. McVay, Principal of Schools, Mt. Healthy, Ohio. Mt. Washington: W. E. Dunham. 1881. Pages 132.

Mr. McVay has distinguished himself in Southwestern Ohio by the interest he has taken in experiments in Natural Philosophy. His work at Teachers' Institutes has elicited much interest. He is the inventor of a cheap air-pump, which does the work of much more costly ones. The book describes 64 experiments in Pneumatics, 22 in Hydrodynamics, 14 in Mechanics, 24 in Pyronomics, 19 in Acoustics, 25 in Optics, and 33 in Electricity, making in all 201.

BRIEF BUT COMPLETE HISTORY OF ENGLAND, FRANCE, AND GERMANY, giving the Contemporaneous Sovereigns, Literary Characters, and Social Progress of each Century, from the Roman Conquest to the Present Day. By Mary E. Kelley. Multum in Parvo. Philadelphia: E. Claxton & Co. 1881. Pages 86. Copy by mail $1.50. Single copy, with a view to introduction, $1.00. Bound in cloth.

This volume is in the shape of a small atlas. By having three columns to a page the contemporaneous events of the countries named on the title-page can be easily represented by occasionally allowing one column to trench upon another. We are not a believer in teaching history in schools by set recitations, but we favor oral instruction which shall lead pupils to read history. This book would be a suggestive guide to teachers who adopt the plan just named.

POPULAR SCIENCE READER; containing Lessons and Selections in Natural Philosophy, Botany, and Natural History; with Blackboard Drawings and Written Exercises. By James Monteith. A. S. Barnes & Co. New York and Chicago. Copyright, 1881, by James Monteith. Pages 360.

This book is intended for intermediate classes. It is finely illustrated, and contains a great variety of lessons in the sciences named in the title, as well as a variety of lessons in poetry. The frontispiece contains a colored map representing a great variety of objects, natural and artificial. The publishers have gotten out the work in excellent style.

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REQUISITES OF SUCCESS IN SCHOOL AND COLLEGE RHETORICALS.

[*Prepared for the Northeastern Ohio Teachers' Association, June* 11, 1881.]

By FLORA K. REGAL.

Those of us whose memories fairly cover the past forty years, know that in the Ohio common schools of our earliest recollection the nearest approach to anything that we now call composition or essay writing, school or class rhetoricals, was the annual School Exhibition occurring at the close of the winter term. This was an event of no small importance, anticipated and remembered as the crowning effort of the session. The exercises were much the same from year to year. Annually the small boy with long, well-combed hair, short roundabout, and long pantaloons surprised us with "You'll scarce expect one, etc.,"—a larger boy annually "came to bury Cæsar." Others followed with selections more or less pathetic or patriotic —"Friends, Romans, countrymen," "Liberty and Union," "I had a brother once," "My name is Norval," and so on through a long programme. If, as sometimes happened, a little boy four years old could, from his perch on the teacher's desk, render Tell's apostrophe, "Ye crags and peaks," the delight of the audience became ecstatic. Behind an improvised curtain which partially concealed the actors' movements preparations

were made for the comic tragedy or tragic farce which invariably crowned all. Select music from two violins and a clarionet beguiled intervals of waiting. Such was the representative School Exhibition. To its preparation its participants directed their best energies—on its success hung the teacher's reputation. So it often happened that a three month's term of indifferent success in teaching went out with a blaze of glory that blinded all eyes and thus hid a greater multitude of sins than the broadest mantle of charity could have been made to cover.

The School Exhibition has made great improvement since those days, but the demoralizing *School Dialogue* still finds favor even in Northeastern Ohio.

Coming one decade nearer the present we perhaps all remember the teacher who returned from a few months at some higher school—as Grand-River Institute, Chester Institute, or possibly Kingsville Academy, freighted, almost burdened with new ideas. If not a Luther he was at least Felix Holt the Radical. We all remember the new dignity with which common things were now invested. Spelling became Orthography with its analysis and classification of elementary sounds; Reading became Elocution, with exercises in articulation and respiration, and quite a variety of vocal gymnastics from "Theophilus Thistle" to the race "round and round the rugged rocks." Grammar lessons now included the footnotes; the rule for cube root was demonstrated with actual blocks; and now, for the first time, the *scholars* (they were not called pupils in those days), were set to *writing compositions*. The instructions for this new work had the merits of simplicity and brevity. "Select some subject and write down what you know or think about it." The conception of what was required was necessarily very vague, but it was supposed that something must be produced which would sound like the eloquent extracts declaimed at the great exhibitions. So, great subjects were chosen and great words sought after; the thoughts of great writers were most innocently appropriated, and the result was a mosaic of more or less brilliant gems, combined with greater or less skill, but with never so much of art as to conceal the very commonplace cement in which they were set. Perhaps more than one now present knows a dim garret from whose seclusion and accumulated dust might be drawn a box, containing the fruits of such a year's labor. The

paper is probably yellow with age, the ink faded, but perhaps enough remains to reveal the youthful wisdom on such weighty and inspiring themes as Memory, Perseverance, Temperance, Education. The average length of these compositions was one page of foolscap. The labor represented by that one page is appalling, even in the retrospect. The reading was prefaced by the stiffest of bows and accompanied by blushing faces, blurred vision and a premature palsy. Occasionally the teacher assigned subjects, and I may perhaps be pardoned for relating a personal experience, for which no doubt others could supply the counterpart. As though it were yesterday I remember it all—I was then thirteen years of age—the little slip of paper handed me by my teacher on which was written the subject of my next week's essay—"Buy the truth and sell it not." It looked well—I see it now; it sounded well—I hear it yet; and I had never a misgiving concerning it until I sat down with slate and pencil to write. I need not tell you that "bricks without straw" was nothing to my task—pumping from an empty cistern no more impossible a thing. In my despair I went to my father and asked him just to give me a start, hoping that the momentum of his push might carry me through. Alas and alas! I remember the felicity with which he approached the theme. "Thy subject suggests that truth costs something." I give the exact words, though I have not seen them these many, many years. He speedily dashed off nearly a page of foolscap for me to begin with, and I tried to continue. I pondered, I meditated, I looked in the Dictionary, I tried to think, supposed I had thought—but little came of it. Finally, working in a few commonplaces of my own I read the whole with such a sense of pain that it can never be forgotten. But I did what I could and what all the school were doing continually. We helped one another; we borrowed, never expecting to repay; we patched together, and often supposed we were successful in our efforts. And what more could we have done with impossible subjects, untrained and unfurnished minds, a false standard, and no instruction?

The next decade, '50 to '60, plainly found work enough awaiting it. Within that period perhaps most of those present plumed their wings for those rhetorical flights, the true value of which it is quite possible to over-estimate, and which we indicate later in life by the expressive word "Sophomoric." What helps did we receive from teachers in that decade, or

even the next? Did we do more than to imitate and emulate one another? How much more than that are our children doing now? If they have teachers who set rightly before them the nature and value of the work attempted, who assign or, better still, teach them how to choose suitable subjects, who instruct them in the principal qualities of good style, and who inspire them with such a degree of enthusiasm in their work as makes it a pleasure instead of a dreaded task, then this paper has no excuse for being.

But even now as I write, my little boy, nine years old, comes home from school with his usually-bright face all in tears. With choking sobs he finally makes known the cause—the teacher says he must write an essay for the last day of school—an essay on Temperance. He doesn't know a thing about it—he doesn't know any man that gets drunk. Can't I help him? Won't I? Just tell him what to say and he will write it down. The teacher wants it to be *real long.*

So the mischief is wrought. Essay writing is already invested with its traditional terrors. Henceforth evil spirits will rise at the mention of the word, which can be exorcised only by a strong and skilful hand. Shade of Galileo! Does the world move after all? Sometimes it seems to be standing almost where it stood when the friend of my youth wrote her memorable essay on Kossuth. She was thirteen years old, member of a juvenile class in a select school taught in one of the towns of northeastern Ohio quite familiar to some now present. One day her teacher gravely informed her she must write an essay on Kossuth. Maria ventured to say that she couldn't do it as she didn't know anything about Kossuth. "That makes no difference, Maria, you must write." Maria's efforts all the afternoon proving ineffectual, her failure was taken for obstinacy. So she was kept in after school, and finally the teacher went home with her and staid by her in her room till the essay was finished. It read thus: "There was once a man named Kossuth. I do not think he lived in this country, for I never saw him. I do not know whether he is alive now or not. I think he must have been a great man and a good one. I think it is nice to be great and good like Kossuth."

Whether my little boy's temperance essay, when written, will show a similar triumph over difficulties remains to be seen. I am inclined to leave space for its insertion.

At the present writing he has got no farther than the following original definition: "Temperance is what is meant to keep men from drinking," and the indications are that the essay will be *real short.*

So, if there are yet in some of the school districts whose teachers we know; in some grades of the Union Schools with which we are connected, or in some departments of the College or Seminary which we represent, teachers reaching out for help in what is to many the most difficult department of educational work, then the discussion of the subject of School and College Rhetoricals, which this paper is designed to awaken, may prove a help to us all.

In the preparation of these pages I have resolutely excluded everything that is contained in books—not because I place a low estimate on their theories, methods, arguments, but because all these can be read and digested at home. Often books will be found not to contain what we want most. The fruits of experience in the actual details of this work often seem too trivial to commit to writing. Still less do they suit the printed page, but in a meeting like this we may discuss methods, and compare experiences, and learn what plans have been successfully followed, and what theories have stood the strain of practice.

In considering, then, some of the *Requisites* for *Success* in *Teaching Rhetoricals* I mean, of course, to consider such as pertain to the teacher. The pupil must be taken as he comes to us with more or less of useful knowledge, of docility, and of favorable surroundings for mental growth. These ever-varying conditions confront the teacher at every step, and greatly enhance his difficulty, but they will ever exist, and the teacher must be furnished accordingly.

The teacher's *first requisite* is *ability* to *direct properly* the *choice* of *subjects.* This implies some knowledge of the laws of mind. He must know in what order the mental faculties are developed, so that conception, imagination, and reason may each in due time be developed and made to contribute its own appropriate fruit.

Following the law of natural growth we shall find our starting-point in composition in simple narrative. What the child did, heard, saw, made, borrowed, bought or sold, lost or found, he may profitably employ himself in telling. It is impossible to place on paper the teaching exercise by which these first

efforts can be shaped—combining short sentences into longer ones, dropping some of the abundant thens and whens, omitting unimportant details, adding here and there a descriptive word. Gradually description will be worked in, and it is no bad indication if the whole is tinged somewhat by subjectivity.

Descriptive writing proper gives a much wider scope to the writer, and will chiefly occupy the pupil between the ages of twelve and sixteen. He will describe objects of conception and memory rather than of perception. By seizing upon the points which have impressed his mind sufficiently to remain there, and dropping less important details he will produce a much more clear and vivid picture.

Here, as in narration, originality is possible and *must be insisted on.* Subjects are abundant:—persons, places, buildings, landscapes, mountain and plain, river, lake and sea, clouds, trees and flowers. Combined with narration, as it naturally is, an inexhaustible mine of material is opened. In forming the style of descriptive writing encourage the greatest simplicity, keeping before the pupil's mind that his whole object is to present to the reader or hearer a distinct picture. Whatever heightens this effect, encourage; whatever obscures, cut off, however well expressed or beautiful in itself. Good models are nowhere more serviceable than here. Read to the class bits of good description, seeing that their imaginations reproduce the scenes; then let them bring and read extracts of their own choosing, not forgetting that every listener is to reproduce the mental picture, for herein consists the chief value of the exercise. Take up occasionally a piece of good description and study it carefully, noticing critically the descriptive words, the grouping of separate parts, the effect of specific instead of generic terms, as the vividness of spreading beech as compared with large tree, and so on, in ways that can be but hinted at here.

This work a class will enjoy, partly because they address themselves to pleasant subjects, and partly from the pleasing consciousness that they are giving what no one else could give, —their own impressions of things. In this they are the peers of Carlyle himself.

But pleasant as this department of writing is, and a class can be led up to no small degree of enthusiasm in it, the time comes for attempting other subjects. It is quite common to assign to pupils at about this stage Biographical and Histor-

ical sketches. This work is valuable for fixing the knowledge of eminent persons and important historic periods, but must not be regarded as *original composition.* Only a mature mind is competent to read, compare, and digest various authorities in such a way as to produce anything original in Biography; while to the immature, with access to perhaps but a single source of information, the attempt to write on such subjects not only does not assist but actually hinders originality of thought. The practice of "reading up," as it is familiarly called, for an essay, is likely to be quite prevalent enough without assigning subjects that depend upon it altogether.

Having first assured the class that as long as they live they will find more abundant occasion for description than for what they have been used to consider more important work, let them proceed next to a somewhat different consideration of concrete subjects. They are not yet ready for such abstracts as Time, Hope, Patriotism. Here it will be convenient for the teacher to have a fund of general information from which to draw for subjects. The pupil may now be enabled to discover a new value in essay writing. He will see how he may gather up and classify facts that have been lying loose in his mind, and he will be delighted to find that instead of toiling painfully to fill out the required three or four pages, he must extend page after page and still not touch the limit of his knowledge on various subjects. To illustrate: Give the subject Dwelling-Houses, Human Habitations, Places of Abode, or any other synonomous terms the class may prefer. Give also a few hints, a not very formal outline—Dwelling of the tropics—of the Temperate Zones—of the Arctic regions—peculiar dwellings—who have no fixed dwellings. With so little help as this I have seen a class of large boys and girls who thought themselves for various reasons wholly incompetent to write suddenly made acquainted with their own capabilities; and have seen the eagerness and delight with which they collected the knowledge already obtained from Geographies, Books of Travel, Stories, Missionary Letters, and many an unknown source, into that most impossible product, a school essay. What did not their accumulated stores contain—Bamboo houses, snow and ice houses, with fish-bone windows, caves, hollow trees, dugouts, tents, mines deep underground, floating houses at the seaboard, every structure in which human beings had ever lived, transiently or permanently, was made to pay tribute.

They forgot to dread the work—forgot that it was disagreeable every way—that if there was one thing they could not do, that was it.

A long list of subjects will suggest themselves to the mind of the teacher and to the class, on which it will be profitable thus to gather up and arrange their knowledge, making, after a little, a distinct outline to be followed in writing. They will have little to consider in the matter of style, except that it be correct English; no misspelled words, no involved sentences from which subject or predicate has disappeared entirely, no pronouns so placed as to leave the sense obscure, no affected inversions of the natural order of construction, no high-sounding phrases which add nothing but words.

The teacher who can bring his class thus far successfully, has done more for them than he will find occasion for beyond. The pupil who can relate an occurrence well, describe what he has seen vividly, and communicate intelligibly what he knows on the various subjects within his scope, has done what many a one who thinks himself a fine writer can not do. From this point onward the pupil will derive more from books, and will need proportionately less from the teacher. From a formal study of Rhetoric he will become acquainted with the niceties and ornaments of style. He will learn that while clearness stands foremost among the essential properties of style, that beauty, elegance, and strength are important, that a well-chosen figure often has the force of an argument. He will learn to listen for euphony, to be amused at mixed metaphors or pained by an anticlimax. He will now advance into those metaphysical studies which will enable him to analyze, unfold, and amplify loftier themes, to weigh arguments, to discuss practical questions, to reason coherently, elucidate clearly, and enforce with power; but above all that he can gather from books is the timely suggestion, the directing hint, the kind criticism of a smypathetic teacher. Even his approval, when the work is finished, often strengthens one for the presentation of what, through the weariness and anxiety of writing, he has come to undervalue.

The teacher's *second requisite* is a *proper standard* by which to *judge* all these various kinds of composition. Every effort of the writer should be submitted to the principles of just criticism. The teachers should be prepared to decide promptly on the merits of every exercise, from the beginner's four sentences on what he saw on his way to school, to the Class-day Oration,

wherein the speaker refers to æons and cycles as if they were but yesterday—passes judgment on Milton and Shakespeare as though they were members of a lower College class, and acts as umpire in some crisis of national affairs with as little hesitancy as though it were a game of base ball. The teacher must know how to moderate and how to quench pyrotechnic fires, when to let off ballast from the literary balloon, and when to give it a kindly puncture which shall save it from being lost among the stars. But proper criticism is not always easy. It pre-supposes not only a knowledge of what is absolutely correct, but also what are the capabilities and opportunities of the writer. If the teacher have no correct standard, or be too much pressed with other work, or be too indifferent to compare the exercises of the pupil with one, he manifestly will do him little good. Let a class have the impression that a teacher can not, or will not, or even does not examine every word and thought of a manuscript and one great incentive to good work is removed. On the other hand, if the standard be too high, criticisms will be correspondingly severe and the pupil will either become wholly disheartened or aiming at something better than he is capable of, will borrow, stringing together high-sounding phrases without meaning, vainly hoping to cover up poverty of ideas by a grandiloquent style.

Perhaps the best general principle of criticism that can be laid down is that the pupil shall do the best work for which his opportunities have fitted him. If he has seen little he cannot describe much; if he has little imagination he cannot make much, at first, of what the moon saw on the earth on a given night. If he knows nothing of dwellings beyond those of his immediate neighborhood, that must be his limit. If he has not studied the Science of Government he had better not discuss the relative merits of Republics and Monarchies. But ignorance which arises from no fault of his must be tenderly dealt with. Let the teacher then bring himself to the task of criticism with Christian patience and fortitude—with justice tempered with mercy and a *pen dipped in red ink*—the last named not as emblematic of the sanguinary nature of issues that may arise, but first, because it catches the eye of the pupil readily, and secondly, it will make the teacher more guarded in his criticisms, since he cannot easily "say and straight unsay." Then let every exercise bear some mark of the pen. If but a single period or possessive sign be wanting in-

sert it; and if an exercise be found which needs no correction it certainly merits the word "commendable," "above the need of criticism," or some similar expression of approval on its margin,—"excellent," "optimus."

The direct purpose of criticism must not be lost sight of. It is not so much to show what the teacher could have done with the subject as what the writer may yet do. It is scarcely a matter of doubt whether the teacher is ever warranted in the elaborate reconstruction sometimes practiced. It is no kindness to the pupil to untangle his intricate constructions, help him back from his pleasant meanderings into the path which he has lost, and furnish him ideas of which he scarcely feels the need. Better than this, go over the whole with him alone, asking him, sentence by sentence, "what did you mean by this?" Say it briefly and directly—then elegantly if you can; and so on through the whole, showing him the danger of losing his thought entirely under a profusion of words.

A *third requisite* of success is the *ability to inspire a class with respect for their work.* This the teacher cannot do unless he himself holds it in high esteem. Feeling its importance he will provide for its preparation and presentation a distinct place from which it shall not be crowded out; so that Greek, or History, or Botany shall as soon give way for it as it for them. Still more, he will show that Greek, and History, and Botany, and a large proportion of studies in their whole course have their chief value in their subservience to this. He will show which of all their studies are valuable for purifying and enriching their vocabulary—which for increasing the sum of objective and subjective knowledge, thereby multiplying resources for composition—which furnish that discipline which enables the mind to hold even an elusive subject steadily before it for consideration—which cultivate the imagination, enabling the writer to throw over his works a superadded charm that can spring from no other source.

He can create respect for their work by giving undivided attention to its presentation. If he looks vacant, or allows other affairs to occupy him, the class find it easy to imitate him; and little by little, various diversions or occupations either open or surreptitious will creep in. One glances over the daily papers; another "makes time" by anticipating next day's lesson; young ladies beguile the hour by fancy work, more or less intricate, vainly supposing they can give respect-

ful attention while counting the stitches of their crocheting or embroidery. It is but another step in disrespect for the members of a class to ask leave of absence on the days when they have no part to perform—even to make pre-engagements with the dressmaker, the dentist, the photographer. The influence of all such inattention and absence is to degrade the whole work in the estimation of the class.

Respect for rhetoricals may be increased by requiring that all the exercises be preserved. The pupil who crumples his essay in his hand and throws it into the fire as he passes to his seat exhibits disgust, not only for his part but for the whole occasion; and every such manifestation is strongly reactionary. I have found it useful to collect at the close of every term the work of the session, and for convenience to have the manuscripts of uniform paper, with the name, date, and number on the back of the last leaf. This insures better preparation, both of manuscript and subject-matter. At the close of the year I collect and glance over the work of the three sessions—from fifty to seventy-five pages for each pupil. I have never seen a pupil who did not look upon her collected work with commendable pride, however imperfect she might feel it to be. It is worth while to refer to the future value these productions will have as mementoes of school life,—visible signs of the days when life was brightest and filled with highest hopes.

I have found it advantageous to place on the blackboard at the beginning of the session a schedule something like this:—

A Successful Term's Work implies

I. *Four Essays* characterized by
   1. Originality of Subject-Matter.
   2. Simplicity of Style.

II. *Four Manuscripts* characterized by
   1. Legibility.
   2. Neatness.
   3. Ladylikeness.

III. *These Essays read*
   1. Audibly.
   2. Gracefully.
   3. Impressively.
   4. Punctually.

IV. *They have been preserved*
   1. As means of marking progress.
   2. As mementoes of school life.

The above outline furnishes the basis of a familiar lecture which enlists their interest at the start.

Repeated failures rapidly diminish the respect of the class for their work. There should never be ground for a teacher to say (even if he have the indiscretion), that "of sixteen exercises due only three have been presented." He should be able to secure better results. A teacher should be able to state that of 112 essays due as the term's work, every one has been presented; of 192 required of another class, they have presented 186, and good excuses for the rest. All these are actual results. The teacher will be much aided in securing such results if he is able to disabuse the minds of his class of the impression that rhetorical exercises are something foreign to the general course of study—something superadded as an outside task—almost a penalty—a burden to be cast off lightly if the teacher is sufficiently kind-hearted, otherwise to be borne in the spirit of martyrdom, even more—"a cross without a crown."

Finally a teacher must possess *enthusiasm.* Nowhere is it more needed than in this department, and it must be *genuine.* Factitious zeal will never vitalize his work. He must constantly present lofty aims and awaken noble aspirations. With a class of fifty it is no exaggeration of possibilities, but a mere recognition of them that expects some of its members to rise to literary distinction. It may be an Isabella Bird who shall describe the "Unbeaten Tracks" of Alaska or Patagonia; a Stanley who shall portray the "Dark Continent" made Light; a Francis Bünsen, whose letters shall be equally inspiring whether they touch upon Art or Religion, Politics or domestic joys.

Summing up these various requisites, the ability to assign suitable work, to criticise judiciously, to inspire respect for the labor and secure good results from it, to awaken enthusiasm that shall not die out with the close of school and college days, the conclusion seems to follow pretty closely that *the successful teacher of rhetoricals needs a somewhat liberal furnishing for his work* —that, indeed, no department seems to cover so wide a range or require more special preparation, and yet in the division of labor in most High Schools, Seminaries, and Colleges, the teacher who has spent years to fit himself for some particular department, as Mathematics or Natural Science, has also his Rhetorical class to which he brings as much preparation and interest as he can afford to subtract from his specialty.

As the district schools, the lower grades of Union Schools, and the preparatory classes of our Colleges have to accept the work of the regular teachers as all that can be provided, their efficiency might be increased by giving a place in the programmes of Teachers' Institutes and Associations to papers and discussions of the subject. For our higher institutions of learning superior special teaching will nowhere be crowned with more abundant success and the lack of it be nowhere so painfully apparent as in its Rhetorical department.

THE OLD AND THE NEW.

Every age has its essential ideas. These may, perchance be the old ones recast, and tempered to suit the circumstances; or they may be the corruscations smitten from the high heat of moulding them into new forms and uses. Albeit their fashioning has been the business of every age, and hence has come to be that of ours, and probably will continue to be the business of all future ages.

Nowhere is this more apparent than in the great workshop of education, where, for the most part, the elementary processes of thinking are carried on. Both the machinery and the processes have been radically changed. The old has nearly passed out of existence, and the new is pushing its way into all departments of learning. Even the Colleges, and the Universities, those old conservative mills for grinding out good scholarship, and rare rascality, have been shaken up from their very foundations; and many of them have wakened up, also, and caught the spirit of reform, and are taking on new life.

True education is the great conservator of ideas; and our school-houses and colleges are, or ought to be, the great laboratories where they are moulded, and fashioned to the various purposes of life, and of the age. To be sure, the discoveries and inventions which mark the present age, a peculiar one, are the result, to a large extent, of post collegiate thought; but the thinking has always had some relation to the past. It has had its birth, for the most part, in the schools; and its efficiency has been largely determined by forces generated there.

The great world of active life thus becomes a school, taking up the thoughts of the schools of elementary science, or those of them that are worthy, and rapidly passing them into prac-

tical reforms. Thus the world goes on; and we may reasonably hope, grows better all the time.

But there are many good, honest people in it, who distress themselves a good deal because things are not as they used to be; and because they are not, this inferiority is inferred. They look dangerous, and all the more so, because they are new. They are afraid to trust them: and even if they do accept them, it is hard for them to become accustomed to the new order of things. This is quite natural, and should receive some allowance.

For instance; we hear it said that the present methods of education are inferior to those of fifty or a hundred years ago, when nothing was studied in the great majority of common schools, beyond reading, writing, spelling, and arithmetic, the latter nearly to the exclusion of all the others. Geography and grammar were attempted only by the "learned few."

In the support of the soundness of these ancient views, we are cited to the great men of those times, men who shone like suns in the galaxies of lesser lights: and we are asked to believe that these men are the direct products of the limited advantages of their times: as though the obstacles which they had the courage to surmount, should be credited with their greatness: while the truth is, these men were great in spite of their disadvantages; and would have been still greater, doubtless, had their advantages been greater. For, if their greatness was in an inverse ratio to opportunities, then it were wise that all advantages should be removed. But our conservative friends would not agree to this view of the case. But they overlook one important truth in all education or sound growth, viz.: That its strength and utility are in direct ratio to rational opportunities. This must be so, or there could be no consistency whatever, in providing means and opportunities for education. This fact could be well authenticated by tracing the history of man's progress back to his first civilization, and even to barbarism. Remove his opportunities, and he will himself soon illustrate the truth of it. But it will be claimed by some that, in our zeal to improve our methods and systems of education, we have overdone the matter. This may be true to a limited extent, but then it offers no sufficient objection to genuine improvements in methods.

The question here turns simply upon whether these *are* improved or not. We think the general progress of the people

in all material prosperity will sufficiently attest this fact, especially when it is remembered that this progress goes hand in hand with the increased facilities for general education. And it is the opinion of many, that with all our boasted improvements in education and art, and literature and science, and all that, in comparison to the possibilities and importance of education as a system, there is less known about it, than about any other widely-diffused employment among men: That we know a vast deal more about agriculture, stock-growing, mining, commerce, and the mechanic arts, in comparison to what really belongs to these vocations, than we know about children, their nature and possibilities, and their just mode of treatment.

This is a very grave charge if we take into the account the relative values of the respective commodities treated under the two classes of objects. But it is a very just one. No one will question the immense superiority claimed for the right modes of culture of human beings, and the vast importance attaching to improvements in this regard. Philosophers and Statesmen in all countries, are turning their attention to the great problem of "How to improve the human race." They begin to see that the only hope for the reformation of human society rests in the improvement of the individual man: and that our systems of education must conform to the real, and not the imaginary wants of the man and of society: that man's heart must be reformed as well as his head: that it is comparatively useless to preach political, social, or labor reforms, so long as the sources whence spring the motives that move men, are unchanged and unpurified; and so long as the rising generations are not provided with the means of self-improvement: that all true reforms strike deeper than the mere surface of things, and that the main hope of our country, and its civil and political institutions, rests in the wise provisions made for the young: that *reformation* alone cannot be relied upon, after habit has become fixed, because of its evanescent character and its uncertain tenure in the human heart: That *formation*, or that which wisely anticipates want, and provides for it, is the only true plan. * * * * * * *

It must be confessed [also] that much, claiming to be reformatory, now-a-days, is very unsound and superficial. No reliance ought to be placed in that which only provides for the present. All educational measures must look far ahead,

and anticipate the wants of the people a thousand years hence. That which proposes an immediate result should be carefully scrutinized.

The present is both a reflection of the past, and a prophecy of the future: and as the present exceeds the past in its progressiveness, in its many-sidedness, and in its marvellous applications of useful knowledge, and discovery to the various industries in life; so the future is likely to exceed the present, in a correspondingly-greater ratio of increase.

All will agree, I think, that we have at least made progress; that we have outgrown the past. It would be a disgrace if we had not. The old modes of travel will not suit the present. Who of us would be willing to return to the old stage coach for modes of travel, or to the canal boats for transportation? Who would be content with the wooden mould-board plows, the grubbing-hoes, and the grain sickles of 50 years ago? What if our daughters and mothers and sisters were compelled to resort to the spinning-wheel, the hand-loom, and the needle, in order to supply themselves and their families with the necessary clothing of to-day. Grant that much of it is unnecessary—still, is it not improved both in quality and quantity, as well as in style? And are not the modes of production and manufacture also improved?

It were simply ridiculous to think of returning to the ancient modes and styles. And yet those good, honest, folks, who would return to the good old customs and books of 50 years ago, in the schools, place themselves in a still more ridiculous light. They would reverse the wheels of progress for a half-century or more, and run the world backwards until they come to the starting-place, or at least, until they came to the blue-backed spelling-book, the English Reader, and the halcyon days of Pike, Daboll, and Smiley.

A great deal is said now-a-days about the excess, and the great variety of studies introduced in the public schools. Well, it is not at all unlikely we have, in some instances, overdone the matter a little. It were almost miraculous if we had not. In our great haste to escape from Charybdis we may have fallen upon Scylla. But we trust we have good sense enough, and steam enough aboard, to right ourselves again, and to be more careful in the future. Because we have committed slight, or even serious errors, is no just reason why we should go back a thousand years to the bold errors of the

ancients. Because somebody's house has been burned, is no reason why we should put out all the fires in the world. Neither, because somebody's gas factory has blown up, should we be compelled to return to the tallow dip, or the lard lamp. Because we have a "smash up" now and then upon our railroads, is no good reason why we should abandon them and return to mud roads and lumber wagons.

When an accident occurs, wisdom says "*improve* your machinery, and try it again." The whole history of progress, and indeed of the human race, is a record of blunders and failures—and *successes*. But success is born of failure ninety-nine times repeated, and then crowned with patience and perseverance—two remarkable traits of the American mind.

Our boys and girls must look out for something to do in this busy world of change and progress. Machinery and the utilized elements are now doing pretty much all the hard work: but the hands and brains of the people must have something to do. Wisdom suggests that they go to work mending the broken places, where folly and madness have ruled, lo these many years. There is enough of this kind of work to keep the world busy for twenty centuries.

But what of the schools? What shall our children study? Wisdom again answers, "those things most needed in doing the world's most-needed work." The boy and girl of the period must therefore study physics, and mechanics; must master nature, their surroundings—they must conquer the elements. They must study Drawing and Architecture, and the fine arts —because they want to beautify earth in all her domains. They must study Botany, Zoölogy, Geology, and Agriculture in all its departments; because the soil must be utilized, and we shall all want bread. These studies all mean something to the children, and they can be made the life of Geography, Reading, Arithmetic, and Grammar. In fact these latter have but blind eyes, until they are opened by the Divine anointing of those other studies; and it is well that our children *can* escape the drudgery, not only of the hoe, and the sickle, and the ox-cart, but of their contemporaries, the blank rules and definitions, the long dull tables in Reduction, the unmeaning jargon of Grammar, Geography, and Arithmetic—*without end*.

Let us give the little folks a rest—from their long, dull idleness, by allowing them to do something that is agreeable. They must be weary—poor things—doing nothing so long. Let

them even become fatigued by a little pleasant overwork, rather than to die of inanition. The world needs their work—and they themselves need it: and both shall grow brighter and better.

With the present condition of things, progress is inevitable. The human race seems to have got a pretty good start; and, with all the push of the Anglo-Saxon strength behind it, it is in vain the old fogy cries "*halt.*" He might as well try to halt the wind or the waves. It is not a safe business. The man who wilfully throws himself in the path of this progress of ideas, is scarcely less reckless than was that famous bull we have all heard about, that attempted to butt the full-speed locomotive from the track. This was doubtless very brave of the bull, but not so very wise: for it is stated in the same connection, (no doubt by persons who were eye-witnesses of the transaction, and therefore knew all about it), that the bull failed; and that there was a sudden *fall* in beef about that time.

GOVERNMENT OF SCHOOLS.

Perhaps few duties are as difficult to perform as the proper government of schools. No general law can be laid down for all teachers to follow, as one can govern best one way and one, another. The time was when a teacher with the muscle of a gladiator had an advantage, through his power of intimidation and from inspiring awe when he punished. But as women became teachers and trusted to the manhood of those too large for them to handle, a great advantage was found in having the large pupils govern themselves. Then while no positive law can be laid down for all to follow in the proper government of schools, yet some general principles might, perhaps, be recognized.

First, the law of kindness—ruling from impressing the pupils with the idea that you like them, and desire their good. But, as in most schools, there are those who, from an innate love of fun or mischief, or from high animal spirits, will be active, noisy, or mischievous, the question is how to control them. When young they can be intimidated; if approaching maturity and they are impressed with the idea that you trust to their magnanimity for good order, they will seldom violate the trust that you place in them. But hearty boys near fourteen

are often difficult to manage. If kindness and persuasion will not control them—and it will go far to do it—then comes the question what to do!

Removing them from the temptation to do mischief is often a good plan. Call a noisy boy up to the desk, and have him stand on the floor. This will quiet his spirits and teach him a lesson. Keeping children in from play seems cruel and is unhealthy. Many methods can be resorted to during school hours to keep a boy quiet and studious. Certainly no corporal punishment should be resorted to unless for flat disobedience, as there are sufficient ways to punish—if necessary—without it. If disobedience to the decree of a teacher is persisted in, something must be done, as a teacher's word must be law or his authority ceases. But what shall that punishment be? Jerking or boxing is not right, as it may be injurious, and whipping brutalizes both pupil and teacher. Now, if all school-houses had a dark dungeon, and children knew, that for refusal to obey their teacher they would be thrust in and kept there until they would obey, the dread of it might induce obedience. This failing, a slight confinement in solitude and darkness might be effective. In the absence of such a method a sufficient use of physical force to compel obedience to the decree might be best. But never! never! attempt to punish a boy who thinks he is too near manhood to submit to corporal chastisement. Don't be too exacting in laws of order. Recollect that motion is natural to healthy children and that active exercise in the open air is promotive of health and vigor, and that study is unnatural and hurtful. So have all the charity you can for uproarious children. *

OHIO TEACHERS' ASSOCIATION.

PROCEEDINGS OF UNGRADED SECTION.

FRIDAY, JUNE 30.

The Association was called to order at 8:30 by the President, H. M. Parker, who stated that the discussion of Mr. Peaslee's motion, relating to County Supervision, was now in order, according to previous adjournment. S. F. DeFord, S. E. Shutt, J. F. M'Caskey, Commissioner DeWolf, R. W. Stevenson, R. H. Holbrook, Hon. J. J. Burns, and Jno. Ogden took part in the discussion.

On motion of J. B. Peaslee, amended by W: D. Henkle, it was decided that upon adjournment that the Ungraded Section hold its next meeting in Columbus, December 29, and that the further discussion of the question of County Supervision be referred to that meeting.

Alston Ellis, Chairman of Committee on Nomination of Officers of Ungraded Section for 1881–2, reported the following, which was adopted.

For President, T. A. Pollok, Miamisburg; for Secretary, J. C. Kinney, Norwalk; for Treasurer, C. C. Davidson, New Lisbon.

The above officers to constitute an Executive Committee, and to be empowered to select a Vice-President for each Congressional District.

ALSTON ELLIS,
W. W. ROSS,
H. J. CLARK,
C. E. M'VAY,
J. J. BURNS,
Committee.

Adjourned to meet in Columbus, December 29, 1881.

C. C. DAVIDSON, *Sec.*

PARTIAL LIST OF VICE-PRESIDENTS

SELECTED FOR THE DIFFERENT CONGRESSIONAL DISTRICTS.

1. J. C. Heywood, Newtown, Hamilton Co.
2. J. Perlee Cummins, Cincinnati (Riverside), Hamilton Co.
3. J. P. Sharkey, Monroe, Butler Co.
4. O. T. Corson, Camden, Preble Co.
5. R. F. Bennett, Covington, Miami Co.
6. C. W. Williamson, Napoleon, Henry Co.
14. J. A. McDowell, Millersburgh, Holmes Co.
15. T. C. Flanegin, Pomeroy, Meigs Co.
16. J. M. Yarnell Barnesville, Belmont Co.
17. M. S. Campbell, Youngstown, Mahoning Co.
18. H. M. Parker, Elyria, Lorain Co.
20. W. P. Cope, Brooklyn, Cuyahoga Co.

MEMOIR.

DANIEL BUSHNELL MOAK, the subject of this brief sketch, was the oldest son of Philip and Susan Moak, who were residents of Mt. Nebo, near Cleves, O., until 1852. Daniel was born October 6, 1842, and early in life manifested an ardent desire for knowledge with an intense interest in the work at school. His early schoolmates declare that they could not keep him below them in his classes. When he was about ten years of age his parents moved to Iowa and settled in Mahaska County. There he was required to work during the summers on the farm, while in the winters he walked to Bluff Creek to school. This distance of three miles was traversed by young Moak each day, he laboring assiduously that the branches taught might be thoroughly mastered. In March, 1862, he was recommended to E. M. Bill, Superintendent of Monroe County, who granted him his first certificate. Now the young man of 19 sets out to begin the work of imparting instruction, and succeeds so well that he is re-employed for another term, though he does not finish it, for in April, 1863, he, in company with eight others, start overland to California.

Reaching Austin, Nevada, July 15, after many exciting scenes on the plains, young Moak concluded to remain for a time. Here a position is offered him in a quartz mill, which he accepted, but, as in other places, he will not stay down, and so is rapidly promoted, until the highest position in the mill is reached. Going to California in January, 1865, Mr. M. procured a school in Calaveras County, and taught during the remaining part of the winter. Coming back to the scenes of his early childhood in the fall he obtained a school in Dearborn County, Indiana, teaching there through the year. Having concluded to make teaching his profession Mr. Moak studied incessantly so that his health, which had not been good in Nevada, was seriously impaired and he returned to his home in Iowa. Coming to Ohio in the autumn of 1866 he engaged the school at Miami, in this County, receiving his first certificate in this State of John Hancock and W. H. Morgan, who were examiners at that time. In the spring he was married to Miss Ada Bunce, of Miami, and going to his home in Iowa, was induced to teach there again. The Superintendent of Mahaska County speaks highly of his excellent work as an instructor and his close attention at their teachers' meetings. In 1869 he again came to Ohio and taught near Miami, becoming a member of the Hamilton-County Teacher's Association, and continuing one of its most useful and active members until his death. Four years more is he called to conduct the Miami school, which he does in such a manner as to leave great impress upon the minds of his pupils. While conducting the Normal School in 1873 Mr. Moak obtained a State certificate of the State Board, consisting at that time of Rickoff, Hancock, and Mendenhall. Thus had he attained from a trial certificate to the highest one granted in Ohio. Here is an example worthy of emulation by many of our present corps of teachers. Mr. Moak was elected Principal of the Westwood School in 1875, which he conducted for six years, with honor to himself and the pleasure of his patrons. Our friend magnified the office of teacher, not in that boastful and vaunting spirit that some do, but in the spirit of one who has studied the teacher's true position among the professions. Ever ready to make use of the best methods he was slow to accept new theories without demonstration. Firm, careful and painstaking himself, he insisted that his scholars proceed carefully with their work, and the results show that those who were under his care have developed a commendable habit of neatness. The indomitable will which he possessed led him to surmount many difficulties to which others would have yielded. With him it was SUCCEED or *die*, whatever may oppose. As a friend Mr. M. was a sincere, earnest one,—friendship with him was more than formality. Said a prominent citizen, "When I took *him* by the hand I felt that I was greeting a true man. As a citizen our brother always took an active part in the interests of the vicinity in which he resided, endeavoring to labor for the advancement of society, both political and moral. As a Christian he left to his boys and girl the legacy of *a good name*, which is more than great wealth without honor. During the past two years he had great difficulty in performing his work yet he worked on with untiring zeal. When in April last some of his friends procured, with the consent of the Westwood Board, a teacher to take his work for the remaining part of the term, he said: "I am thankful for the rest, but fear it is too late." And how true, for before the close of the year his race was ended. On the day preceding his death he was visited by many of his pupils and neighbors, and for each he had some words of encouragement or exhortation. Trusting in God, who had sustained him for 38 years, he passed away Friday, June 10, 1881, and all of him that is mortal rests in the beautiful country cemetery at Miami. Earnest as a teacher at his duty, cool and collected as a presiding officer at Institute or Association, plain and practical as an instructor, he passed from time to eternity, calm, trusting, and peaceful. Thus lived and died one whose face was nearly always seen at our meetings since 1869, and who, though dead, yet liveth in his works. He said as his last words to you: "Go on with your work, determining to succeed and teach not for time only—but remember that you are moulding minds whose influence will be felt in eternity. Live noble, useful, Christian lives, and when you come to life's end you will not regret that you have lived."

P. C. HILL.

[Abridged from the memoir as read at the Hamilton-County Teachers' Association Sep't 10, 1881.]

EDITORIAL DEPARTMENT.

——Our last issue was in type too soon to make any reference to the death of the late President of the United States, James Abram Garfield, a former Ohio teacher, who probably had as much influence over those whom he taught as Dr. Arnold had over the boys at Rugby. He only needs a Tom Hughes to immortalize him as a teacher. His whole career was so remarkable that no brief reference to it can suitably describe it. We first met Mr. Garfield in 1866, at a Teachers' Institute in Warren, Ohio, after he had become a member of Congress. He happened to be in Warren on business and was requested to address the Institute. His soul-stirring address we shall never forget. We may possibly at some future time republish in the *Monthly* some matter from the pen of Mr. Garfield that appeared in a former number of this periodical. We learn that President B. A. Hinsdale, of Hiram College, is preparing a life of Mr. Garfield. We suggest that the Executive Committee of the Ohio Teachers' Association invite Mr. Hinsdale to prepare for the next meeting a memorial paper, and that one afternoon be especially devoted to memorial services. We know of no person in all the world's history whose death called forth such a widespread expression of sympathy, and hence we have no doubt that the Ohio Teachers' Association will not hesitate to provide for appropriate memorial services at its next meeting. The teachers of Ohio and of other States have in their respective localities shown their respect for the departed teacher by appropriate addresses at the memorial services in schools and among their fellow-citizens. We have received numerous accounts of these which we wish our space would allow us to publish.

——If any of our subscribers desire to procure the following twelve works bound in fine manila paper (remember not in cloth) they can do so by renewing their subscriptions before Dec. 15, 1881, and sending us $1 in addition to the subscription price of the *Monthly*. The books will be sent postage prepaid from a New-York publishing house which has reduced the price to us sufficiently for us to make the offer. The names of the twelve volumes, which if bound in cloth would cost from $10 to $15, are Macaulay's Essays, Carlisle's Essays, Calamities of Authors (Disraeli), Self-Culture (Blackie), Alfred the Great (Hughes), Manliness of Christ (Hughes), American Revisited (Sala), Lacon, Goldsmith's Citizen of the World, Culture and Religion (Shairp), Ruskin's Frondes Agrestes, and Ruskin's Ethics of the Dust. This offer is made to old subscribers who renew before Dec. 15, and also to new subscribers who remit before Dec. 15, 1881.

——We are unable to tell who is the writer of the article in this number entitled "The Old and the New." We found the manuscript in our drawer without any name to it. Will the writer let us know who he is?

——THE article in this number on the "Government of Schools" was written by a parent who is not a teacher. The punishment suggested, namely, confinement in a dark dungeon is that resorted to in some prisons. It is said that this punishment subdues the most incorrigible criminals. Such punishment in schools would doubtless call forth more public indignation than respectable switchings do.

——WE hope that our subscribers in different parts of the State will not fail to send us items of educational news, including personals.

——THE following circular letter dated Sept. 27, 1881, from John B. Peaslee, Superintendent of the Public Schools of Cincinnati, directed to the Principals of the Normal, High, Intermediate, and District Schools, will explain itself:—

Principals and Teachers of the
Normal, High, Intermediate, and District Schools:

"At a Special Meeting of the Board of Education, held on Friday, September 23, the following preamble and resolutions were unanimously adopted:

WHEREAS: The beautiful custom of celebrating in our Public Schools the birthdays of America's greatest poets has been productive of great good in cultivating the taste of the pupils for literature, and

WHEREAS: A similar observance of some day in our public schools in honor of our beloved, murdered President, who was such a perfect ideal in all the relations of public and of private life, must be of inestimable value in impressing upon the minds of the youth the many lessons to be learned from this life,

Therefore, be it Resolved, That Friday, September 30th, be designated as "Garfield Memorial Day," and that the afternoon of that day, in the schools of Cincinnati, be devoted to such appropriate teachings and exercises pertaining to the life of General James A. Garfield, as the Principals of the various schools, with the advice of the Superintendent of Schools, may deem best.

In accordance with the spirit of the above resolution, you are requested to see that the pupils of your respective schools, learn some of the extracts furnished you, or other appropriate selections for concert recitation. You will also make suitable selections for declamation, reading, and singing. In addition to the above I ask you to give or read sketches of the life and services of General Garfield, and above all, to impress upon the minds of your pupils the many valuable lessons to be drawn therefrom.

You will please see that your school-rooms are furnished with emblems of mourning, and that each pupil is supplied crape to be worn on that day.

I also recommend that a picture of our murdered President, properly draped, be placed in each school-room, and that appropriate mottoes be written upon the blackboards. In brief, I call upon you to do all in your power to make the occasion as impressive as possible.

——In Washington Township, Clermont County, Ohio, there are both white and colored schools. James H. Vines, a colored boy sixteen years old, chose to attend the white school, because it was over a mile nearer home, which was a good deal in the bad condition of the roads. At the time, Mr. John Bunting was teacher of the district school to which the colored boy sought to gain admittance. The teacher denied the boy entrance, and was arrested for assault and battery. A suit for damages ensued, and the case finally reached the United States District Court. Judge Baxter, in his charge to the jury, said, that as the law now stood, the colored boy and the white boy were equal, and the teacher had no right to discriminate between them. If the colored boy found it more convenient to attend the white school, no one could interfere with him in such choice. A verdict of $50 damages was given in favor of the colored boy.

EDUCATIONAL INTELLIGENCE.

——"The Nursery" will be united with "Our Little Ones" in January.

——Chickering's Academy at Cincinnati, is said to be full and flourishing.

——The Illinois Teachers' Association will meet at Springfield, December 27, 1881.

——The New-Hampshire Teachers' Association will meet at Portsmouth, December 21, 22, 23.

——The Thirty-fifth annual meeting of the Connecticut Teachers' Association was held at Hartford, October 27, 28, 29.

——The Convention of Superintendents and the Teachers' Institute of West Virginia, will meet at Wheeling, Nov. 23, 24, 25, and 26.

——The annual meeting of the Eastern Ohio Teachers' Association will be held at Bellaire, on the Friday and Saturday following next Thanksgiving-day.

——The Superintendent and teachers of Hamilton, met after the death of John F. Schwenn, Vice-President of the Board of Education, and passed suitable resolutions of respect and condolence.

——The stone buildings of Swarthmore College were destroyed by fire about a month ago. Insurance $100,000. This institution was established about twelve years ago by that division of the Society of Friends popularly known as Hicksite Friends.

——The enumeration of school youth in September last was 5,297 in Akron, a gain over 1880 of 578; in Youngstown, 5,810; in Canton, 4,788, a gain of 421; in East Liverpool, 2,200; in Alliance, 1,555; in Salem, 1,215; in Leetonia, 907; in Cuyahoga Falls, 587, a decrease of 15; in Wellsville, 1,053, a gain of 50.

——On Thursday evening, Oct. 20, a special meeting of the Knox-Township (Columbiana Co.) Teachers' Association was held to pass resolutions in reference to the death of L. E. Weaver, one of its members. H. P. Borton presided and Sadie Cowgill acted as secretary. The commit-

tee that prepared the resolutions consisted of A. B. Aellig, D. W. Crist, T. J. Beck, Madie King, and Lena Stark. Mr. L. E. Weaver was the only brother of W. W. Weaver, Superintendent of the Public Schools of Columbiana.

——THE following educational periodicals have died within the last six months:—The Teacher's Advocate, The Educational Voice, The Allegheny Teacher, Barnes's Educational Monthly, The Public-School Journal, and The Common-School Teacher (?). In the case of some of these journals the subscription lists have been turned over to survivors. In the case of the first three a neat new periodical called the *Educational Review* has been started to take their place. The first number appeared in September.

——THE previously-announced program, for the meeting Oct. 28, and 29, at Dayton, of the Central-Ohio Teachers' Association, was as follows:—Address of Welcome by E. M. Thresher, President of the Dayton Board of Education; Response by W: H. Cole; Inaugural Address by the Hon. J. J. Burns; "The Expression of Thought," Clara Conklin; discussion by G: I. Gordon; "The Teacher and the Artist," the Hon. D. F. De Wolf; "Education in Japan," T. C. Mendenhall; "The Country Schoolmaster," T: A. Pollok; discussion by Hortense G. Snyder; "Physical Science in the Lower Grades," A. N. Ozias; discussion by E. B. Cox.

——THE Northeastern-Ohio Teachers' Association met at Canton, October 8. About 300 teachers were present, about 250 of these being non-residents of Canton. The Canton teachers covered themselves with glory as they did a year ago by the bountiful hospitality extended to their guests. Miss M. W. Sutherland read a paper entitled "Dr. Arnold, the Schoolmaster," which was discussed by Samuel H. Rockhill, Samuel Findley, W: D. Henkle, T: W. Harvey, and Sarah A. Platt. G. N. Carruthers read a paper giving an account of his trip last summer to England, Scotland, Ireland, Wales, and France. Prof. Geo. H. White of Oberlin, read a paper entitled "Certain Characteristics of Jesus as a Teacher." This paper will appear in the December *Monthly*. Teachers from Cleveland, Akron, Medina, Warren, Wadsworth, Salem, Mt. Union, Alliance, Columbiana, Poland, Massillon, Wooster, Orrville, Mansfield, Carrollton, Newcomerstown, etc., were present.

——"THE discussion of 'The Christian Religion,' by Col. Ingersoll and Judge Black, which was commenced in the August number of the *North American Review*, is continued in the November issue of that publication. Col. Ingersoll now replies to the strictures of his opponent, and presents much more fully than he has ever done before the logical grounds for his opposition to Christianity. The article will be received with interest by those who have read the first part of the debate, as well as by all those who believe that the cause of truth is best advanced by free discussion. An early number of the Review will contain an exhaustive reply. In a Symposium on Presidential Inability, four of our most eminent jurists, Judge Thomas M. Cooley, the Hon. Lyman Trumbull, Prof. Theodore W. Dwight, and Gen. B. F. Butler, discuss the several weighty problems arising out of Article 2 of the Constitution. 'England's Her-

editary Republic' is the title of a significant paper contributed by the Marquis of Blandford, and Senator George F. Hoar writes a statesmanlike article on 'The Appointing Power' of the President of the United States."

——The schools of Fremont closed the last school year with a series of five free evening entertainments, including the usual High-School junior-class and commencement exercises. One hundred pupils of the A and B Grammar grades gave an entertainment consisting of the singing of Burns's Scottish songs and Moore's Irish Melodies, together with individual and concert recitations of short literary gems from these authors. Similar entertainments were given by 150 pupils of the 4th and 5th-year grades, and by 250 pupils of the 1st and 2d years, the other grades having been brought out at the close of the previous term. The literary work of the year was given chiefly to Moore and Burns, especially the latter whose writings abound in gems of thought of educational value adapted to all grades of schools, and whose songs are imperishable. An attempt has been made to combine both musical and literary culture. All the grades of these schools have memorized and mastered such songs as Bannockburn or "Scots wha hae," Honest Poverty or "A man's a man for a' that," Bonny Doon, John Anderson, Afton Waters, My Heart's in the Highlands, Highland Mary, Auld Lang Syne, Highland Lad, etc., etc. No public exercises of the schools have ever given such universal satisfaction. Mrs. Ex-President Hayes was present at all the entertainments, and Ex-President Hayes at most of them. It is proposed to give the coming year chiefly to Shakespeare and Walter Scott.

PERSONAL.

——Capel Weems has charge of the Senecaville Public Schools.

——J. L. Jordon has charge of the Public Schools of Macksburg.

——G. W. Fairchild is the new Superintendent at Cumberland.

——S. J. Finley has charge of the Public Schools of Quaker City.

——H. F. Acker is Principal of the New-Lexington High School.

——Ida M. Tarbell is Preceptress at the Poland Union Seminary.

——W. N. Rice is Superintendent of the Public Schools of Caldwell.

——E. D. Watkins is Superintendent of the Public Schools of Shawnee.

——W. R. Wickes is Principal of the Public High School at Norwalk.

——W. H. Tannehill still acts as Superintendent of the Public Schools of Antrim.

——G. W. Mays has resigned the superintendency of the Canfield Public Schools.

——D. A. Haylor, of Seville, has taken charge of the Public Schools of Perrysburgh.

——J. S. Houghton is Superintendent of Public Instruction in Washington Territory.

——David B. Scott, Jr., author of a History of the United States, died about a month ago.

——W. W. Ross continues in charge of the Public Schools of Fremont at former salary, $2000.

——S. E. SHUTT, Superintendent of the Public Schools of Marion, died October 24, of typhoid fever.

——J: H. FOCHT, of the Grammar School at Mt. Union, has succeeded E. R. Spiers as Superintendent.

——LORENZO D. INSKEEP has succeeded D. A. Haylor as Superintendent of the Public Schools of Seville.

——A. W. LINCOLN has succeeded W: H. Tibbals as Superintendent of the Public Schools of Worthington.

——A. A. DOUGLASS continues in charge of the Belleville Public Schools. Salary increased from $800 to $900.

——THE Hon. John Eaton, National Commissioner of Education, is on an educational tour to the Pacific coast.

——JENNIE I. GREENE is now teaching reading and vocal gymnastics in the Public Schools of Akron and Ravenna.

——H. S. FOOTE, of Austinburg, has succeeded G. W. Mays, as Superintendent of the Public Schools of Canfield.

——R. B. HAYES, Ex-President of the United States has received the degree of LL. D. from Johns-Hopkins University.

——J: B. PEASLEE, L. D. Brown, and J. F. McCaskey, attended President Garfield's funeral at Cleveland as knights templar.

——ARTHUR POWELL, last year Superintendent of the Public Schools of St. Paris, is this year Principal of the Bucyrus High School.

——JOHN JASPER has been re-elected Superintendent of the Public Schools of New-York city for two years, and salary increased to $6,500.

——F. M. ALLEN has taken charge of the Public Schools of Muncie, Ind. He was offered an increase of $200 in salary to remain at Batavia, Ohio.

——L. R. MARSHALL continues as teacher of music in the Hamilton Public Schools. He was re-elected unanimously, and salary increased from $750 to $850.

——ALBERT P. MARBLE has been re-elected Superintendent of the Public Schools of Worcester, Mass., and salary increased to $3,000. He has already served thirteen years.

——KATE S. LEWIN, who has for the last five years been teaching in the primary Department of the Public Schools at Hanover, Licking Co., died at her home in Newark, Oct. 8.

——MOSES T. BROWN, fomerly Superintendent of the Public Schools of Toledo, Ohio, has been added to the Faculty of the National School of Elocution and Oratory at Philadelphia.

——J. A. GARDINER, late Superintendent of the Public Schools of Fredericksburgh, Ohio, has taken a position in the schools of Lewistown, Idaho Territory, at a salary of $1500 a year.

——RICHARD WALLACE, of Brownsville, Nebr., has had twelve years'

experience in teaching rural schools. In that time he has taught in Pennsylvania, Ohio, Missouri, Nebraska, Tennessee, and Texas.

——L. R. KLEMM, Editor of the Erziehungs-Blätter, was elected President of the German-American Teachers' Association at the last meeting in Milwaukee, and H. H. Fick, of Cincinnati, was elected Secretary.

——H: F. DURANT, founder of Wellesley College, died at his residence at Wellesley, Oct. 3. He was born at Lowell, Mass., in 1822. His original name was H: Welles Smith. He practiced law in Boston from 1846 to 1863.

——FRANCES CHAPMAN, of Palmyra, N. Y., is now Professor of Modern Languages at Mt. Union College. She is a graduate of Mt. Holyoke Seminary, and has latterly been teaching at the Adelphi Academy in Brooklyn, N. Y.

——JOSIAH GILBERT HOLLAND, M. D., the well-known author, and editor of *Scribner's Monthly*, died suddenly of heart disease on the morning of October 12, at 6 o'clock. He was one year Superintendent of the schools of Vicksburg, Miss.

——THE Hon. Neil Gilmour, who removed James H. Hoose from the Principalship of the Normal School at Cortland, N. Y., has been sustained by the decision of the Supreme Court of New York. This decision closes a bitter controversy.

——H. F. CLARK who has for the last four years been teacher of Latin in Chickering's Academy, in Cincinnati, has formed a business connection with the Scribners. He is in the Subscription Department and has much to do with the *Encyclopædia Britannica*. He has been succeeded by Prof. Shaw, of Worcester, Mass., a graduate of Exeter Academy and Harvard College.

——A. CAYLEY, Sadlerian Professor of Mathematics in the University of Cambridge, England, has been invited by Prof. Sylvester to visit Baltimore and take part in the mathematical instruction in the Johns-Hopkins University for the current year. He has accepted and will arrive before the first of January, provided the Cambridge authorities grant him leave of absence.

——CHARLES S. ROYCE is this year connected with a health resort at Collegeville, Pa., about thirty-one miles from Philadelphia. It is under the control of Thos. F. Hicks, M. D., formerly of Knox County, Ohio. Mr. Royce had intended to take a five or six months' ocean voyage in a sail vessel this fall and winter, but found no good opportunity. He had an experience in ocean life as a sailor more than forty years ago.

——THE Hon. David Burt, who resigned his position as State Superintendent of Public Instruction in Minnesota, some months ago on account of ill health, died at his residence at Northfield, Sept. 13. He was born in Monson, Mass., Aug. 2, 1822. He graduated at Oberlin College in 1847. Up to a few months before his death he was occupied either in ministerial or educational work. He was appointed State Superintendent in 1875.

INSTITUTES.

NOBLE Co.—Place, Caldwell; time of beginning, Sept. 12; duration, one week; enrolment, 90; instructors, the Hon. D. F. DeWolf, John McBurney, and B. J. Smith; evening lecturers, the Hon. D. F. DeWolf, John McBurney, and M. R. Andrews. Officers elected:—President, J. L. Jordan; Vice Pres., Frank Wheeler; Sec., A. B. Miller; Ex. Com., J. G. Schofield and C. E. Flanagan.

CARROLL Co.—Place, Carrollton; time of beginning, Oct. 17; duration, one week; enrolment, gentlemen 50, ladies 33, total 83; instructors, W. D. Henkle, Jas. A. Brush, and the Hon. D. F. DeWolf; essayists, W. H. Rowlen, B. N. Winings, J. T. Moreland, and Lizzie Morrow; evening lecturers, W. D. Henkle, (2 lectures), W. H. Buchanan, Jas. A. Brush, and the Hon. D. F. DeWolf. Officers elected:—Pres., J. M. Telfer; Vice-Pres., A. M. Fisbel (?); Sec., G. T. Burrier; Treas., J. S. Pottorf; Ex. Com., J. Cook, W. H. Rowlen. The next session will be held at Carrollton some week in August, 1882.

BELMONT Co.—Place, St. Clairsville; time of beginning, July 25, 1881; duration, four weeks; enrolment, 125; instructors, L. H. Watters, T. E. Orr, C. E. Hitchcock, A. A. Clark; evening lecturers, the Rev. R. Alexander, Pres. I. W. Andrews, G. C. Vincent, T. W. Emerson, E. S. Cox, and Pres. F. M. Spencer. Officers elected, Pres., J. M. Yarnell; Vice-Presidents, T. E. Orr, Jennie Evans, Jas. S. Moffatt; Secretary, A. M. Brown; Cor. Secretaries, E. E. Umstead, C. O. Malin; Treasurer, C. E. Hitchcock; Executive Committee, L. H. Watters, C. E. Hitchcock, J. B. Henderson.

In addition to resolutions of a local nature, the following was adopted:

Resolved, that we, as teachers of Belmont county, endorse the action of the ungraded school section of the State Association in their efforts to improve the country school, and remit our petition asking the Legislature of Ohio for the enactment of laws providing for county superintendency and a graded township organization.

The next session will be held at St. Clairsville, and will continue five weeks. The reception given by the citizens on the evening before the close was highly enjoyed by the members of the Institute.

STARK Co.—Place, Canton; time of beginning, Oct. 18; duration, one week; enrolment 240; instructors, the Hon. J. J. Burns, the Hon. D. F. DeWolf, and J. B. Eberly; evening lecturers, D. F. DeWolf, J. J. Burns, and T. C. Mendenhall. Mr. Mendenhall also gave a half-hour's talk on Saturday morning in which he described a Japanese dinner.

BOOK NOTICES.

A DICTIONARY OF THE ENGLISH LANGUAGE. By Joseph E. Worcester, LL. D. With Supplement containing over 12,500 New Words and Entries, and a Vocabulary of Synonymes of Words in General Use. Philadelphia: J. B. Lippincott & Co. 1881. Pages 2058.

The English language cannot boast of a dictionary that displays the great research and scholarship that are displayed in the magnificent 4-volume quarto dictionary of the French language by Littré, although dic-

tionaries of the English language are numerous. But it can be safely asserted that the best large dictionaries of the English language have been published in America. Although the large dictionaries by Johnson, originally a 2-volume quarto, subsequently extended to three volumes by Todd, and afterwards to four by Latham, and the large 2-volume quarto by Richardson, have great value, they are by no means equal to the great American quartos for general and popular use. When Worcester's great quarto first appeared in 1860 it surpassed all its predecessors in the number of words defined and pronounced in it. The present edition has added largely to the list. The new words in the supplement amount to 11,000; the remaining 1,500 entries are to supply omissions in former definitions, to give definitions of new meanings that words have acquired, and to correct etymologies. As illustrations of the added words we mention, *ablaut, abiogenist, absorptivity, abyssic, Æsir, Agni, allottee, almehrab, anaptotic, Aryan, baiocco, Bantingism, bathybius, bicycle, blizzard, bonanza, bric-a-brac, buchu, carpet-bagger, farse, Frisian, hypnotize, intuitionist, jural, Jyar, Ku-Klux, Nex-Percés, vibrio, Ygdrasil.* The vocabulary of synonymous words fills twenty pages. This vocabulary is not found in the old editions. There is a colored plate opposite the portrait of Mr. Worcester containing the arms of the States and Territories of the American Union The book is issued with or without a patent method of enabling the user of the dictionary to turn without fail, on the first trial, to the beginning of any letter. This ingenious device adds one dollar to the price of the book. We advise every purchaser to purchase a copy to which the device is attached.

LEAFLETS FROM STANDARD AUTHORS. Holmes. Poems and Prose Passages from the Works of Oliver Wendell Holmes. For Homes, Libraries, and Schools. Compiled by Josephine E. Hodgdon. Illustrated. Boston: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 1881. Pages 107.

These leaflets appear in two forms. In one the leaflets are separate and in the other they are bound together with paper cover, and both together are enclosed in a book-cover envelope. Those who are floating on the literature wave will be glad of the aid of these ingenious helps. Holmes is an author who has written much that strikes the popular heart. He is humorous, witty, and philosophical. The number of selections from his writings are nearly fifty. We do not know the price of the leaflets. The lady who compiled them showed her educational zeal last summer by attending the meeting of the National Educational Association, at Atlanta.

LIPPINCOTT'S POPULAR SERIES. The Fifth Reader of the Popular Series. By Marcius Willson, With Numerous Illustrations. Philadelphia: J. B. Lippincott & Co. 1881. Pages 480.

In our last issue we noticed the first four readers of this series. The general plan is continued in this book. The frontispiece is a map of Palestine, intended to show the route of the voyagers as described on pages 212–258. A prominent feature of the volume is the "Around-the-World series of letters. Instead of the Language Lessons, in the form as given in the two preceeding Readers, the author introduces in this a closely-related line of instruction, namely, the Nature and Use of Figurative Language, for the purpose of illustrating a feature of nearly all

writings, and especially of those of an imaginative character. Notwithstanding the plan of the work Mr. Willson has woven in his narrative, descriptive, and other lessons selections from about one hundred different authors, and the number of selections, is considerably greater than one hundred.

AN ELEMENTARY TREATISE IN THE INTEGRAL CALCULUS, founded on the Method of Rates or Fluxions. By Wm. Woolsey Johnson, Professor of Mathematics at the United States Naval Academy, Annapolis, Maryland. New York: John Wiley & Sons. 1881. Pages 237. Price $1.50. Price to teachers for examination with a view to introduction, $1.00.

The first seven sections of this book occupying 117 pages are devoted to methods of integration, with numerous examples for practice. The next six sections relate to geometrical applications, and the last two sections to mechanical applications. This volume is intended to be a companion volume of the abridged edition of Rice and Johnson's Elementary Treatise on the Differential Calculus, the unabridged edition of which we noticed at length in a previous number. When the full edition of the Integral Calculus shall be issued we expect to notice the work more fully.

INFANT SONGS FOR THE SUNDAY SCHOOL. By W. A. Ogden and Mrs. Emma Pitt. 1881. Published by W. A. Ogden, Toledo, Ohio.

This is a 48-page book with paper covers, containing 42 songs with the musical notes.

ELEMENTS OF THE INTEGRAL CALCULUS, with a Key to the Solution of Differential Equations. By William Elwood Byerly, Ph. D., Professor of Mathematics in Harvard University. Boston: Ginn, Heath & Co. 1881. Pages 182. Mailing price $2.30.

A little more than a year ago we noticed Byerly's Differential Calculus. The book before us is scholarly and will not fail to attract the attention of mathematical teachers and amateurs. The following titles of its chapters will show that it occupies a pretty wide range:—Symbols of Operation, Imaginaries, General Methods of Integration, Rational Fractions, Reduction Formulas, Irrational Forms, Transcendental Functions, Definite Integrals, Length of Curves, Areas, Areas of Surfaces, Volumes, Centres of Gravity, Mean Value and Probability, and Key to the Solution of Differential Equations.

PRACTICAL LOGIC; or, the Art of Thinking. A Text-Book for Schools and Colleges. By D. S. Gregory, D. D., President of Lake-Forest University. Philadelphia: Eldredge & Brother. 1881. Pages 218. Price $1.15.

We have not had time to examine this book critically, but the general plan of it, the judicious use of a variety of type, etc., strike us favorably, and make us think the book will be popular as a text-book. The author has made free use of the symbols devised by Euler, the mathematician, and used in his "Letters to a German Princess." Ohio teachers will possibly recall Dr. Gregory as formerly a professor in Wooster University.

THE LIFE OF AGRICOLA, AND GERMANY. By P. Cornelius Tacitus. Edited by William Francis Allen, A. M., Professor in the University of Wisconsin. Boston: Ginn, Heath & Co. 1881. Pages 146.

In the preface the editor gives a brief sketch of the life of Tacitus. Special grammatical instruction is left to the teacher, only occasional reference being made to the leading grammars. More than half of the

volume is taken up with notes, especial attention being given to historical references and the real difficulties of the text. This remark applies to the "Agricola." The editor's aim and method in preparing the "Germania" was totally different, the notes occupying about fifty percent more space than the text. The two treatises are separately paged and in the volume before us are neatly bound together in brown cloth.

THE NEW METHOD; or, School Expositions. For Teachers of Rural, Village, City, Normal, and Collegiate Schools. Showing how the Best Methods of Teaching will result in the Best School Exposition, and How the Best School Exposition will suggest the Best Methods of Teaching. By R. Heber Holbrook. "Reading maketh a full man, conference a ready man, and writing an exact man." Indianapolis, Indiana: Normal Teacher Publishing House, J. E. Sherrill, Prop. 1881. Pages 143.

Mr. Holbrook was, in 1876 and 1877, Superintendent of the Public Schools of Vineland, N. J. Within these years he devised his plan of school expositions and pushed the matter to a successful issue. This volume gives the details of the plan. The book is divided into five parts. Part I. Statement of Subject. Chapters, Introduction, Definition of Expositions, Objects of Expositions. Part II. Preparation of Material. Chapters, Introduction, Manner of Preparation, Time used in Preparation. Part III. Sources of Materials. Chapters, Introduction, Reading, Spelling, Arithmetic, Geography, Grammar, Writing, Music, Drawing, United-States History, Physiology, Natural Philosophy, Chemistry, Botany, Geology, Zoölogy, Algebra, Geometry, Trigonometry, Astronomy, Calculus and Mechanics, Languages, Rhetoric, Résumé. Part IV. Mounting the Material. Chapters, Introduction, Mounting Individual Papers, Mounting the Papers of the Class, Mounting the Material of the whole School. Part V. Appendices. A, Extract from the Hon. E. A. Apgar concerning the Vineland Public Schools, Second Exposition of these Schools, B, Outline of Material Science, C, First Principles, D, Outlining Defined and Explained, E, Is there a Science of Education. The intelligent teacher will find scattered throughout the book many suggestive remarks bearing upon the principles and practice of teaching.

SOME TOPICS IN ENGLISH GRAMMAR. For the Pupil, the Teacher, and the General Reader. Edited by Arthur Hinds, Lately Teacher of Grammar in Westfield, Mass., State Normal School. New York: Baker & Goodwin, Printers, No. 25 Park Row. 1881. Pages 141. The Editor's address is Hempstead, Long Island, N. Y.

This suggestive little book has been written with the feeling that ordinary grammars are untruthful, inconsistent, and complicated. The author says, "Many English grammars are untruthful, because they ascribe to the English language characteristics belonging to the Latin, and the Greek, and the Anglo-Saxon, but which our language either has never possessed or has cast off." He has made a special effort to be accurate in his definitions, but has not been entirely successful. For instance he says, "A *conjunction* is a word used to connect two propositions without forming a part of either." This definition will not make *and* a conjunction in the sentence, "A black and white horse is in the field." He says English nouns have but two cases, the nominative and the possessive, but that some pronouns, not all, have three cases. He says "a noun used as the object of a preposition must be in the nominative case." The peculiarities of the book are so numerous that we have not space to point them out, but must refer our readers to the work itself. In the preface is, "He is lead to *think*." Here *lead* is a mistake for *led*. One of his illustrative sentences is, "I will have been gone two hours." Change *will* to *shall*. Another of his sentences, one of the jolting kind, is "to almost succeed is not enough." The placing of an adverb between *to* and the infinitive generally gives an unpleasant effect.

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—AND—

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CERTAIN CHARACTERISTICS OF JESUS AS A TEACHER.

BY PROF. GEORGE H. WHITE, OBERLIN, OHIO.

Above my boyhood home, towered a grand New-Hampshire mountain. Its presence was one of the inspiring influences in my early life. A personality, such as I have since come to recognize in the Ludovisi Mars and the sculptured Moses, belonged to it, as if it represented something divine. It stood between us and the "piercing spirit of the North;" it carried in its mighty arms the forests and the cattle; and with broad shoulders supported the clouds. I venerated it, almost as one venerates his father; and, like a father, it had often helped "us boys" to a a seat upon its lofty shoulders and nestled us in its bosom.

Years passed, the years of my college life; and it was my fortune to spend the night a score of miles away from the old home, in a region new to me. Awaking, I looked out upon a magnificent landscape. In the centre, my old friend, the mountain; but how gloriously changed, when seen from this, the point of view intended by Nature! No longer standing alone, the guardian of a hamlet, as I had known it before; but surrounded by the hills, in their proper, subordinate positions, a prince of the whole land, clothed with a majesty not appre-

ciated before. Henceforth, the image which I had worn upon my heart during years of separation was to be replaced by a juster likeness; the new conception of its grandeur had entered into my heart, forever to exalt the divine mountain, as it rises before my thoughts.

A new view-point, though distant and unpromising, may yield a permanent impression. As children, we read a Life of Napoleon; we look upon a warrior-hero through the rose-colored light of Mr. Abbott's unsuspicious admiration. But, by-and-by, we read other historians, and see Napoleon as a general and statesman, gaining the victory over a half-dozen coalitions made by the great powers, and ruling the whole of Central and Southern Europe; and even then we must glance at Madame de Remusat's portraiture; must see him violating the dignities and decencies of social life, and disclaiming allegiance to the moral law, before we make up our final estimate of Napoleon. So, on the other hand, the different views of Washington's life magnify him in our thoughts, and reveal most impressively the grandeur and dignity of his character.

But the time comes, in the study of every human life, when we realize that we have measurably compassed it. Dr. Arnold was a great and good man. Still, after we have read Dean Stanley's biography of him, we feel that there is little more which needs to be said. Who, on the other hand, has not observed the directly-opposite effect of every Life of Christ which has appeared in this age of biographies? To read Farrar is not to be satisfied, but to be stimulated to the reading of Geikie; to read Geikie is to be driven to read the whole list. Even Strauss and Renan, from their point of view, have contributed something. And, when the wisest all had written, an unpretentious little work, Hughes's *The Manliness of Christ*, at once called out our admiration toward a sublime feature of the Master's character, and gave a new impulse to the cultivation of a manly, Christian self-devotion.

"Divine contemplate and become divine," is advice that applies to every particular in which we desire to perfect our lives.

I have indulged these reflections not more for the sake of my audience than to fortify my own courage in undertaking a task which appears to me very difficult. I have observed that no profession so neglects its great names, as teaching, or so fails to study its old masters. I propose the theme, not *Jesus as*

a Teacher, which is quite too broad for the present purpose, but *Certain Characteristics of Jesus as a Teacher;* and lest the purpose be misunderstood, let me label my effort, distinctly, a preface; a portico; simply a study, which may be suggestive or may find a place in some future picture that you or I shall paint.

"Of course, Jesus was a great teacher," is one of the statements which all feel it eminently safe to make. And this feeling, with the fact that our whole attention, as we read the Gospels, is absorbed in the sublimity of the thoughts, has prevented our looking into the method of His instruction. "His method," we say, "was largely that of His nation and time; remarkable, indeed, but not exactly in the sense in which Socrates and Pestalozzi and Arnold were models."

But, I remark:

1. Jesus was incomparably great in His preparation for His work. The immediate object of His thirty-three years of life upon earth was to sow the seeds of truth in the hearts of men; to train a company of men, that is, His disciples, who should bear intelligent witness to His life and death and resurrection. He might have blazoned the words of truth upon the everlasting skies, for all coming generations to read; He chose to give instruction as men instruct each other. His perfect intellect, the unapproachable grandeur of His conceptions belonged to Him by a right divine as well as human. But we must assume that His mind gathered materials for its lofty purposes as other minds do: by study and observation. St. Luke expressly says: 'And Jesus advanced in wisdom and stature." (Luke 2:40, revised version.)

What, then, was the knowledge requisite for a teacher of the Jews? Clearly no trifling amount. The Jewish traditions affirm that public schools had always existed in their nation. 'Adam was not only the first man but the first schoolmaster;" Noah, Shem, and Samuel were teachers. Certainly for 450 years B. C., they had enjoyed an efficient system of public schools, open to all Israelites. No nation, probably, has ever preserved a higher average of education among its people; and within fifty years of the first introduction of Grecian learning, their eminent scholars translated their scriptures into Greek. In accordance with the genius of the Jewish people, all this intellectual activity took a single direction: to master the Sacred Law. Every boy was to learn by heart the five books of Moses. "If any one," says Josephus (quoted by Geikie,)

"asks one of my nation a question respecting their Law, he can answer it more readily than give his own name." But upon every thread of the Law, hung a mountain of oral traditions; around it all, was the great ocean of the Talmud. He who aspired to be a rabbi, must be able to quote, off-hand, all that the learned had for centuries added by way of comment or application. Even among modern eastern people this is true; and when President Seelye went among the Brahmins with a knowledge of their Vedas, he gained in a week an influence which others had striven for years to attain. At the feet, then, of His father and mother, Jesus learned the Old Testament; He acquired what we all regard as a most graceful accomplishment and a most effective instrument, the power of accurate quotation. Even the brief Gospels contain twenty-seven such quotations from twelve Old-Testament books. He had even condescended to examine thoroughly the lore of the rabbis; He possessed a perfect familiarity with their precedents and methods. This is proved by many passages in the Sermon on the Mount. "Have ye not read?" He says on many an occasion, as He quotes to them. In no single instance did He fail to cite in reply to the questions of the rabbis a passage from their Scriptures which was absolutely crushing, and which they had either overlooked or misunderstood. Take the question of the Sabbath, a question upon which the Pharisees felt so sure of their ground that they made it the basis of six attacks upon our Lord. Let us examine one of those occasions closely. His disciples were arraigned by the Pharisees for plucking ears of corn upon the Sabbath. Jesus conducts their defence; He reminds the accusers that David ate the sacred shew-bread; He and they knew from Old-Testament reformers that this happened on a Sabbath day; but to see how absolutely overwhelming was this citation, listen to the following from the Jewish traditions, which were perfectly familiar to them all: "When David found nothing but the shew-bread, he said to the priest, 'Give me of this, that I die not of hunger;' for when life is in danger the strictness of the Sabbath is no longer in force." Here was a double-edged precedent for them, since it referred not merely to a parallel use of the Sabbath, but also by its reference to the bread as being for the priests alone, but eaten by David, it involved a new method of interpretation, a setting aside of the letter of the Law, and regarding its spirit; the very lesson which the Pharisees needed! This was enough

to overwhelm them, but, with the true teacher's instinct, the Master would impress the lesson. He adduces now a principle: "Have ye not read in the Law how that the priests profane the Sabbath and are blameless?" The temple excuses them. He had shown himself superior to the temple, by doing the works of God, and by driving out the profaners of it. "One greater than the temple is here." He crowns his perfect argument with a chaplet from Hosea: "I desire mercy and not sacrifice." It was for mercy that the Sabbath was ordained, and his disciples must therefore stand acquitted.

Now, no amount of argument would have silenced these disputatious doctors; Jesus took them upon their own ground; they had affirmed it not lawful to pluck corn on the Sabbath; He revealed to them their ignorance, and, from the same Law to which they had appealed, deduced the true rule of Sabbath observance. It was indeed superiority of intellect, intellect, however, not relying upon its natural resources, but faithfully using the ordinary means of instruction, that is, superior knowledge. It is a mistake to regard these answers to the Pharisees as mere reparteë, and there is nothing in the teaching of Socrates worthy to be compared with the conversation just rehearsed. The announced purpose of Socrates was to convince the pupil, by his own admissions, of ignorance and inconsistency; but in his dialogues, there is seldom much attention paid to the supplementary duty of filling the mind with positive truth; while the Master not merely laid bare to the Pharisees their utter ignorance upon the subject of the Sabbath, but gave them the means for becoming wise.

This conversation was taken almost at random to illustrate the Master's preparation for his work; I am sure that no teacher can read it carefully without gaining profound admiration for the Great Teacher's patient use of those quiet years at Nazareth, learning much law and many traditions that must have been distasteful to Him.

And what would be more delightful than to observe how this preparation extended to everything which could be used for illustration in His teaching? Nothing in nature had escaped His gaze; the clouds, the winds of heaven, the fields of waving grain, the thorns and grass and lilies of the valley, gold, silver, and precious stones, the birds of the air, the shepherd and the sheep, kings and laborers, the joys of domestic and social life;

"All from His lips some truth proclaim."

2. "Jesus taught them as one having authority." Without the dignity and steadiness which attend him alone who is conscious of bringing a true message, of priceless value, no one may rightfully accept the office of teacher. No amount of learning or tact can balance a weakness in this direction. In nothing is there more diversity among men. There appears in some an incapacity to be sure of any thing. The very axioms seem doubtful after they have stated them; the multiplication table, after passing through their minds has a suspicious look; and he is an able cross-questioner who can lead them to declare, without mental reservation, that two and two are four.

"Yes, yes!" said Joshua, "Hev to work hard to make a livin'; though I don't know's I ought to call it hard, neither; and yet it is rather hard, too; but then, on t'other hand, 'taint so hard as a good many other things,—though there is a good many jobs that's easier. That's so!

'Must we be kerried to the skies
On feathery beds of ease?'

Though I don't know's I oughter quote a hymn on such a matter; but then I don't know's there's any partic'lar harm in't, neither."—*Scribner*, XXII., 620.

Such a defect may without impropriety be lightly spoken of, since it is the result more frequently of careless habits of thought than of native incapacity; but, till corrected it renders its possessor unfit to guide the young, and unable. His secret "misgiving of the truth or consistency of his instruction" communicates itself to the class. On the other hand, he may expect to succeed who has firm convictions upon a few most important matters, and who is constantly enlarging this solid ground. The authority which comes from a profound conviction of a great truth is greater than any which kings can bestow.

In this, the Savior stands supreme. He realized His call to preach. His air of authority arising from intense conviction, was the characteristic which chiefly impressed His hearers. The "sublime consciousness of His divine appointment" to bring the words of eternal life, shines gloriously from every word and act. The unapproachable dignity and grace with which even His tenderest invitations are uttered attest His greatness who is the bearer of them; our very admiration as we listen to His magnificent promises is a testimony that He

who displays this benignity and graciousness is none other than He who ages before had said "*I am that I am.*" When, in His last discourse, He solemnly reiterates His claim of equality with God; when He leads the disciples, if necessary, to consider His works, but rather would have them judge Him by His personal presence and His words: "The words that I say unto you I speak not from myself. Believe me that I am in the Father, and the Father is in me; or else believe me for the very works' sake;" as He assures them: "If ye shall ask me anything in my name, that will I do;" and adds His divine right to command: "If ye love me, ye will keep my commandments;" surely no one can read without coming to the independent conclusion, not merely that they are the words on which destiny hangs, but that they are uttered in the manner perfectly adapted to compel attention and secure conviction.

Who is ready to say that any human instructor may thus present himself before his fellow-men? Yet, to every worthy teacher a divine commission is given; and the truths he utters from day to day, after sufficient preparation and with a firm conviction, are to his pupils among the most important words to which they ever listen; on learning them faithfully their whole future depends. He may not teach that for which he can give no reason; he must teach much for which he can not stay to give an argument; and, as the Master "took His stand as a living oracle," and demanded credence of those who heard him, so does the successful teacher observe among the most valuable results of his labors, the quiet adoption by his pupils of many most important principles which without argument on his part, his own intense convicions have impressed upon them.

3. We may not dwell at length upon the clearness and simplicity which characterized the divine instruction; the whole range of literature presents nothing which, for conciseness and directness, can for an instant be compared with it. Select any passage you please from Christ's discourses; let it be the opening words of his first recorded sermon: "Blessed are the poor in spirit; for theirs is the kingdom of heaven;" and the following beatitudes. Volumes may be written, and doubtless have been, to show the fitness of every word in them; but no rhetorician has ever suggested a change by which a word or a syllable of them could be made more clear; no one finds the least difficulty in learning them as they stand, or ever thinks

of the possibility of expressing them in any other way. They admit of direct translation into every other language; our received translation of them, which is word for word, is an unapproachable model for all who seek to write "pure English undefiled." And who, that reads the closing words of the same sermon, "Every one therefore which heareth these words of mine, and doeth them, shall be likened unto a wise man which built his house upon the rock; and the rain descended, and the floods came, and the winds blew and beat upon that house; and it fell not; for it was founded upon the rock;" who does not recognize in this simple diction the sublimest oratorical art?

Oratory and poetry, to be sure, have their own purposes and their own language; though even here Wordsworth has said that "Magnificence herself depends upon simplicity to regulate her ornaments;" and one may well bear in mind that the Parthenon was constructed in the Doric and not in the Corinthian style of architecture. But for the teacher there is only one way: to cultivate the power of simple, direct statement. It is sufficiently trying to find the latest poem of a great poet so dark that one may not safely enter it without a guide; but to use such a poem at the opening of a school of philosophy, the philosophers themselves professing to be followers of one who boasted that but one man in Europe understood him, and he misunderstood him, is to advertise that the instruction given isn't so well-considered as to be worth listening to. It may prove to be valuable; but the presumption is that it will not.

4. Christ's manner of approaching the human mind should be attentively considered. Let us examine the record:

"Master," said a lawyer to Him, "what shall I do to inherit eternal life?" The average religious teacher would have answered him graciously and dismissed him, or would have said: "I have a sermon on that subject; let me read it to you." But the Master saw an opportunity for a more thorough personal work; the lawyer should be led to answer his own question. The teacher therefore questioned him: "What is written in the law?" The lawyer proudly gave the admirable summary which the teaching of his nation had rendered prevalent: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself." But what a trans-

formation it had wrought in him to repeat that answer in the Savior's presence! He had come with the ungenerous purpose of confounding another. The full sense of his insincerity was beginning to dawn upon himself as he repeated the calm words of the law which he had not kept; and when the Master quietly said: "Thou hast answered right; this do, and thou shalt live," he saw that he was in the grasp of a more powerful mind, which was reading his every thought. He must justify himself. "And who is my neighbor?" he is impelled to ask. Alas, for his hope of justification! His teacher knew him better than he knew himself. The lawyer understood well enough who was his neighbor; the question was, would he live up to the law and act a neighbor's part? This point the Savior illustrated by the parable of the priest, the Levite, and the good Samaritan. "Which of these three thinkest thou proved neighbor to him that fell among the robbers?" he pointedly asked. "He that showed mercy on him." "Go, and do thou likewise." The parable had well answered the lawyer's question; it left no doubt that the poor sufferer was neighbor to all; the Savior's question had gone far beyond, and made the lawyer apply a more greatly needed truth to his own mind and heart. A few careful questions, a brief illustration, had put the lawyer pupil in a position to answer all he asked and all he ought to have asked; he had been made to feel the force of the truth he could not gainsay nor resist, and doubtless could never forget. Three things I find accomplished by the Savior chiefly by the questioning, and I submit them as the grandest results of good teaching, the very objects we ought to propose to ourselves as teachers.

1. The lawyer pupil was led to give definite answers, expressing clearly the full extent of his knowledge upon the subject.

2. He was brought to see for himself just where he stood and what he needed.

3. He was himself made to ask questions.

4. He was lifted to a higher stand-point, made to learn much and put in a position to learn more. Was a grander lesson than this ever set before us as an example? It will bear our profoundest study.

Christ's interview with the Samaritan woman is a model of a different kind of instruction. The scene is a striking one. Under the glare of an eastern mid-day sun, the Savior sat alone in weariness, by Jacob's well, waiting for the disciples. It is

one of the two or three spots in Palestine, on which we may declare with "moral certainty" that the feet of Jesus actually trod; and a recent excavation has uncovered the very stone doubtless on which he sat. A hundred feet below, far beyond reach, the priceless, sparkling water; directly above, rising eight hundred feet, Mount Gerizim; in front, a rich valley, with cornfields, vineyards, olive-orchards, and a clear brook; the beautiful city of Shechem; and, opposite Mt. Ebal, twin of Gerizim. He stood on sacred ground; it had belonged to Jacob; near by was Joseph's tomb; here the people of Joshua had stood to listen to the Law; on the plain below the armies of Old-Testament history had assembled. A hallowed spot, truly! But it was to be consecrated to a purpose infinitely holier; for the water and the mountain were to be the basis that day of a grander object lesson in religion than the world had ever witnessed! He sat thus by the well; a woman approached with water-jar and a cord to let it down. Passing other fountains, she sought this deep, cool water; how vivid in her mind and in the mind of Jesus must have been the thought of its refreshing coolness! Not deigning to refer to the hatred between his people and the Samaritans, he asks for a draught; so glorious a boon in that thirsty land, that even the modern Bedouin, with murder in his heart, obeys his great prophet, and bestows it with pleasure, for the asking. The woman apparently refuses; but her very refusal is made the means of unfolding the great lesson. "I would have given thee living water." The woman's answer reveals that she thinks only of the water in the well. Jesus answered, "Every one that drinketh of this water shall thirst again; but whosoever drinketh of the water that I shall give him shall never thirst." The thought is spiritual; she fails to comprehend it; but it is already so illustrated that neither she, nor any who read, can ever lose it. Presently, she turns the conversation, and "saith unto him, Sir, I perceive that thou art a prophet." The lesson was partly learned already. "Our fathers worshipped in this mountain, and ye say that in Jerusalem is the place where men ought to worship." "Jesus applied with exquisite significance the circumstances of the moment." (Farrar.) He resumes the lesson, where his illustration of the water had left. Whatever his answer means to us, it meant to the woman; "I realize the sacredness of this mountain to you; your legends tell you that Adam dwelt upon it; that

Abraham went up hither to offer Isaac; that here Messiah is to appear first; here stood your temple; come with me in thought to the top of this mountain, the spot on earth nearest to heaven; but heaven is infinitely higher; let your thoughts rise into the pure air above; try to realize that even this mountain, the highest symbol possible to you, is not adequate; God is a spirit; and they that worship him must worship in spirit and truth. I that address these spiritual words to thee am thy Messiah." "And many more" Samaritans "believed because of his word." The commonest objects, through the vividness imparted to them by the circumstances and by His words, were made the vehicles of the loftiest spiritual conceptions. O, that teachers would study such lessons as these, ere they attempt to approach the minds of their pupils!

In the light of this instruction, so marvellously adapted to the individual, we may see the defects and dangers of the modern system. To perfect the machinery is, indeed, the problem in the manufacturing arts; we must be on our guard lest the economy of our great factories shall be attempted in the public schools. As teachers, we must constantly remind ourselves that, while class instruction has some obvious advantages to the pupil, in the enthusiasm enkindled and the contact with many minds, this same class instruction may yet be made the instrument by which individuality shall be crushed out. The lecture system and even the usual class system must be supplemented by much private conversation with each pupil, and every day by judicious remarks and questions, prepared with reference to individuals. This is not always done; and without it teaching is to a large degree a failure. In this personal work there is no model like the Savior's example. I have searched the memorials of the wise teacher who left to his successors the rich legacy of the "Socratic method;" there is not a passage in them which you would not regard as trifling if placed beside these conversations of the great teacher; nor can I find, in the records of the most famous modern instructors, anything which would appear to give even a candle's light when placed in the noonday brightness of these, the masterpieces. Study, in addition to the instances already adduced, the Master's different treatment of Peter, Thomas, and Nicodemus.

5. One more characteristic: the Savior's appeal to the imagination. The whole Bible is the Imagination's treasure-

house. Stand before the Ghiberti Gates in a museum of art. Consider the Old-Testament scenes so marvellously represented upon them: The Creation of Adam; The Expulsion from Paradise; The Three Angels Appearing to Abraham; The Sacrifice of Isaac; Jehovah Delivering the Law to Moses, and others. Gaze upon the grandest, Jehovah Delivering the Law to Moses, till the conception fills your soul, till the imagination has seized upon the divine side of the picture, which the artist does but indicate and does not assume fully to portray; turning from such a vision you find nothing in the Jupiter of Otricoli or the Venus of Milo, which is sublime by comparison. When we think for a moment of blotting out all these Old-Testament representations and replacing them with the loftiest conceptions of Vergil and Homer: The Feasts and Quarrel of the Olympian Gods, Minerva Destroying the Fleet of Ajax, Apollo Discharging his Missiles upon the Greeks, we begin to realize what the Old-Testament Scriptures have contributed to the imagination; moreover, there is in every one of the Old-Testament ideals a moral quality which is their crowning glory and with which the Greek art has little to compare.

Bringing instruction, then, to a people whose minds had been quickened by familiarity with these lofty representations let us observe what use Jesus made of the imagination. "Without a parable spake he nothing," says Bishop Trench: He gave no doctrine in an abstract form, no skeletons of truth, but all clothed, as it were, with flesh and blood. "He realized that the human mind refuses to be interested in the bald statement of even important truths, and soon forgets them. Through emblems chiefly must the mind receive its spiritual conceptions; through the faculty of sense from without, as was illustrated in the interview with the Samaritan woman; or through the imagination from within; and of the latter method the parables are the best examples. The scenes are drawn with a dash and vigor that make them seem intensely real; there is no description, yet every incident and circumstance is so clearly set forth that the mind at once gives it a "local habitation and a name;" there is no wearisome list of details, yet so true to life is every minutest particular which appears that the mind instinctly calls up the whole scene. Who could now go down from Jerusalem to Jericho and not find himself wondering, again and again, where the inn stood to which the good Samaritan brought the robbed traveller? And it is no slight enhance-

ment of this vividness, that the parable does not generally carry the burden of its own interpretation; the mind gives itself up to the picture, acknowledging the beauty and power of every part; as the spectator gradually takes in the whole view, every trace of prejudice against the speaker and of dread as to what the application is to be, disappears; the mind is wholly absorbed in the picture presented. The Pharisees, again and again, to their discomfiture, forgot themselves and answered, with a simplicity foreign to their natures, the teacher's direct question: "Which proved neighbor unto him that fell among the robbers?" "He that showed mercy on him." "Go, and do thou likewise." Or, "Whether of the twain did the will of his father?" "They say, the first." The interpretation came like a thunder-clap, and startled them to cover themselves again with their masks of insincerity. Nothing could more clearly reveal the power of these parables.

And the devout soul, though it understood not the parable without an interpreter, at least could never forget it; the abstract truth would not have been understood or remembered; but when such a soul sought the Savior and obtained the interpretation, the whole was appreciated and ineffaceably impressed upon the memory.

This, then, is the office of the parable; the imagination is made to light the pathway to spiritual truth. The imagination is systematically cultivated the better to perform its service. Consider in this light the then unapproachable parables on the joy of God over the "sinner that repenteth." First, it is the joy of the shepherd over finding one sheep that was lost out of his large flock. "And when he hath found it he lay it on his shoulders, rejoicing." Then it is the delight of the woman over the recovered piece of money. "And when she hath found it she calleth together her friends and neighbors, saying, 'Rejoice with me, for I have found the piece which I had lost.'" Suggestive pictures, but how inadequate! The dearest relations of human life shall assist in the service. It was first the joy of finding one sheep of a hundred; then, over finding one silver piece of ten; now it shall be the full happiness of a father over the return of his son from sin and ruin. "But while he was yet afar off, his father saw him, and was moved with compassion, and ran and fell on his neck and kissed him," "Bring forth quickly the best robe and put it on him, and put a ring on his hand and shoes on his feet, and

bring the fatted calf and kill it, and let us eat and make merry."

Surely, these are the steps on which we rise to the highest truth. And let us with a teacher's eye observe how the imagination thus guided glorifies everything it uses. Who does not see that this human father's joy, all unequal as it is to expressing the divine, is itself magnified and purified as it is employed for the great office? This is the mission of the imagination; to exalt and ennoble all which it uses for its highest purposes.

I do not know what modern public teacher has fully recognized this direct service to which we may call the imagination except Mr. Alcott. Works of fancy abound, of which the Arabian Nights is a conspicuous example; there is much in books for the young which stimulates to the building of air-castles in the Corinthian style of architecture; but in fact there are few books except these based on the Bible which rise to the dignity of the title "imagination." Dr. Alcott recognized this, and from the delightful "Record" of his school we learn that, in his systematic cultivation of the faculty of imagination, he depended upon the Bible, Pilgrim's Progress, and Krummacher's Fables. Of these the young pupils at first preferred the Pilgrim's Progress; but after a few months of daily use they "were less willing to give up the readings in the Bible than anything else." What is to become of the nation that ceases to make the Bible and Pilgrim's Progress the daily lessons of its children? It will lose the power of forming ideals; it will become materialistic, worldly, sordid; this, leaving out of the account the practical value of the doctrines inculcated in them.

But this is not all, Christ's teachings abound in appeals to the imagination; but His own life furnishes to it the richest materials. The unsatisfied feeling with which we view the most-praised paintings of His divine face, show what an ideal the study of His character has given to us; and the Transfiguration is the grandest scene which God has chosen to reveal to man to enkindle his imagination.

Everything remains to be said. The Savior's patient preparation for His work, His authority, His simple directness, His power of adapting the truth to the individual mind, the glorious service to which He called the imagination are marvelous in our eyes, the unapproachable models; yet, as one

whose duty has called him to traverse a mountain's lowest zone, turns his longing eyes toward the unmeasured heights above, so we realize that above the topics we have discussed are others of wider range; the Savior's self-control, His originality, His far-reaching plans, His influence upon His disciples, are topics which at the outset it was intended to discuss; stretching away to the very heavens, are the sublimity of the truths He uttered and the infinite love with which they were spoken. My friends, the subject is one for a lifetime of study. The steps we have taken are but the lowest rounds of the ladder; its top reaches the heavens.

BAIN'S BOOK ON EDUCATION.

BY W. H. VENABLE.

It is sometimes said, mistakenly, that English literature is lacking in pedagogical works. The fact is our libraries are rich in books on education. The Germans are more voluminous, but not more original or more suggestive. Ascham, Locke, Milton, Spencer, and Mann—what higher names than these can educational authorship show? English and American writers on education, as a rule, have the faculty of coming to the point.

This is a time of revolution in thought, or if not revolution certainly of rebellion. The ceaseless war of theories, which has gone on from the days of Plato, and which will go on as long as the human mind exists, is now raging in a field that has been fought over by many generations of philosophers. What is man? What is mind? What are the ends and means of culture? These are the questions that always interest the speculative mind, and always underlie practical efforts of all kinds.

The distinguished Scotch logician, Alexander Bain, has expressed himself in a very forcibly written book on the subject of *Education as a Science*. The work is significant of what is going on in modern thought. The scientists seem to be capturing, one by one, the old strongholds of conservatism. Bain is an avowed materialist. He scoffs, in a dignified way, at the idea that the soul *is* soul. "The physical alliance," he says in his book, *Mind and Body*, "is the very law of our mental being; it is not contrived purely for the purpose of making our

mental states known; *without it we should not have mental states at all.*"

Bain's Science of Education developes a clear, consistent ideal and scheme of mental training, based upon the theory that "all thoughts, all feelings, all desires," are but forms of physical force. Pure blood and a sound nervous system are all in all. Conscience is mainly a product of experience, not an innate faculty—morals and religion are remote results of a mode of thinking, not absolute standards.

The system, we say, is developed clearly and consistently. Bain's brain works with admirable precision. His logic is impregnable. His rhetoric is as symmetrical and graceful as a Grecian temple. Bright, polished, clean-cut, his sentences ring in the mind, and shine in the eye. "Education as a Science" is set before us, finished,—perfect; the questions are all answered; no doubts are entertained; here is a structure built on facts.

But the facts. Are Bain's facts true? Are the facts that he ignores false? Here lies the difficulty. Granted that man is what Bain assumes, and then it is not difficult to accept the conclusions regarding a proper source of training. This "Education as a Science" seems perfect because it is built on a narrow foundation. Grant that man is but a machine, and we grant that it may be easy to learn to run the machine, even though it may be complicated.

The old saying that every man is born a Platonist or an Aristotleian, has force. Men take up theories accordant with the tendency of their mind. How radical the difference, for example, between the premises of Alexander Bain and those of Thomas Carlyle. Bain believes that intellect is the central fact—that as man thinks, so will he act and feel. But Carlyle believes that the affections are central; that how we feel is the one essential thing; that feeling determines thought, and thought action.

Bain's notion of poetry, worship, love itself, appears to be that these are secondary and unimportant. He does not name God. He honors only nerve force. See how his cold view of human nature affects his opinion of the teacher's limited duty. He says the teacher's work is a duty undertaken for payment: "It is subsidiary to the single object of teaching a definite amount of knowledge. It wants the requisites of affection;

the numbers are too great, and the mutual concern too restricted; yet in certain well-marked cases it may play a part."

In certain well-marked cases affection *may play a part!* Read this to any hundred earnest, successful teachers, and ninety-nine of them will express amazement. They know that personal interest and affection are the factors on which they depend for teaching and training. They know that the brain of childhood is reached through the heart. They know that love plays the *first* part, even in a class of mental arithmetic.

The great scientific writers, and materialistic thinkers of our day, in their crusade against superstition, bigotry, and sham religion, have carried rationalism to a dangerous extreme. They assert too much, and deny too much. In their eagerness to eradicate error they tear up truth. Fighting against false faith, they slight all faith. Magnifying the value of facts, they trample some facts under foot in their search for others. In the name of toleration they espouse intolerance. Because much in the old beliefs was absurd or evil, they assume that age is evidence of absurdity or error. Intent on building up a new scientific system, they forget that man is anterior to all systems, and greater than all systems. Modern scientific activity is but a phase in the history of the development of our race. The great wave called popular science will subside, and be succeeded by some other evidence of the world's progress. Perhaps the reaction from extreme materialism may be extreme transcendentalism. Emerson rests on *his* realities with a confidence as absolute as that of a chemist on *his* molecules, or a biologist on his protoplasm. The materialist smiles at the credulity of the spiritualist; but on the other hand the spiritualist smiles as candidly at the *in*credulity of the materialist. Is not the absolute truth broad enough to include both extremes? The Editor of the Ohio Educational Monthly says of this volume that "Its great value is that it provokes thought in the mind of any reader advanced enough to understand the philosophy of the author." The book has other great merits not of the speculative kind. The practical chapters, treating of methods of teaching and of the relative importance of subjects taught, are full of interest and richly suggestive. The white light of Bain's intellect turns darkness into day in the ideal school-room. Then it is a great pleasure to read such beautiful English, and to realize that every sentence is surcharged with Scotch sense. The writer's method

of communicating fact, and of conducting argument, affords a brilliant example of effective teaching.

Bain's "Education as a Science" is an edge tool and will do good work in skilled hands. No educational book of this generation can compare with it, except Spencer's treatise, which is even better than Bain's, though not so full. Spencer and Bain make an Educational library. A third volume is needed to make this library complete,—and this third ought to be written by a Platonist and a Christian.

IS TEACHING A PROFESSION?

BELLAIRE, OHIO, AUGUST 30th, 1881.

Editor Monthly:—It was my pleasant privilege to attend the recent Pennsylvania State Teacher's Association, which met in classic "Little Washington." I found, by paying the insignificant sum of one dollar, I could become a member and have a chance of voting a really-printed ticket at a real annual election of officers. I hastened to comply. I regret that I have not a program and consequently cannot afflict your readers by going through it.

I heard so much on every side of every question that I do not know what I know, and do not believe that I do believe what I believe. There was present nearly all the bright and shining lights in the educational world comprised in the good old Keystone State.

The most wonderful, I had almost said marvellous, part of the show took place on Thursday morning. A class of fifteen children, whose average age was ten years, who hailed from smoky Pittsburgh, recited a lesson in Arithmetic.

They added aloud long columns of figures as fast as their teacher could write them on the board, and she could write faster than any one I ever saw. An example in addition was placed upon the board, consisting of seven figures horizontally and eleven perpendicularly. They were allowed forty-seven seconds by a watch to perform it, and they did it too, on time. *How* they did it I never expect to be smart enough in this limited sphere fully to comprehend.

There was some excellent music furnished by a musical institute then in session in that town. Miss Boyce, a noted elocutionist, read "Mrs. Garfield's ride to Washington." We could almost see Tom putting "the little woman" through fifty miles an hour.

Mr. Wickersham gave an eloquent account of the National Association in Atlanta.

George P. Hays, late President of Washington and Jefferson College, was the life of the meeting. He has accepted a call to Denver, Colorado, with a salary of five thousand dollars attached, hence we are not likely to hear from him again unless we accept his cordial "There's plenty of room in Denver; come out," which some of us would be glad to do.

On Friday morning I dropped a slip of paper. I picked it up to see whether it was of any importance. My stars! it was my ballot. The election was over and I had forgotten to vote. Dear me! my dollar gone, my candidates not elected, and I may never have another chance to vote. Sad world this!

The most interesting discussion to me was upon the question at the head of this letter. It was not upon the program, but grew out of a paper read by that tower of strength, A. M. Gow. He asserted that teaching is not a profession, but an unreliable occupation. Several educational giants called him to account and almost extinguished him. He claimed that a majority of men make teaching a stepping-stone to something better. There is nothing permanent about it. A German pedagogue claimed that the women never retire, but only commence in earnest when they marry. Mr. Gow yielded and excepted them. The German then asserted that the women and the men who stick are a quorum and the profession is permanent. The Superintendent of Pittsburgh claimed that *marks* on certificates degrades the profession and says he does not and will not give them. I am glad somebody agrees with me if he does hail from the city of wonderful children.

I was examined in the great and glorious Commonwealth of Ohio, for the first time about three years ago. The Board of Examiners consisted of a preacher, a doctor, and a lawyer. The following are some of the marks:

Grade—1st class.
Orthography—10.
Reading—7.
Arithmetic—9½.
Theory and practice of teaching—10.

I could not understand, neither can I yet fully comprehend how I could teach ten when I could only read seven. It is hardly just to certify that a teacher is first-class when she can only cipher nine and a half. The Association said we must exalt our profession, and if we are first-class let us be first-class all the way through. I do not consider teaching a profession. I regard it as a business,—not a very profitable one, but a very honorable one. It may be if we should make the

attempt that we could exalt the business into a profession. If not, we might bring the professions down to our level. The doctor's certificate might be made to read:

Measles—10.
Typhoid fever—6½.
Cholera—8.
Theory and practice of medicine—9½.

We all know that there are good and bad lawyers, and we might grade them something like this:

Criminal code—7⅞.
Divorce—10.
Real estate—3¼.
Theory and practice of law—9⅘.

It would never do to assert that there are good preachers and bad preachers, but we may say that there are a few poor preachers, and if any one is offended we can explain that poor means lean. Their license might be filled out:

Election—8.
Repentance—6¾.
Eternal punishment—10.
Conversion—7⅛.
Theory and practice of religion—5½.

It may be that the truly-professional people are glad that they do not have to pass through my hands.

I forgot one important matter. These papers ought to be good for one year or two, according to the grades, and only in the county where issued.

If we can bring the business of teaching up to that point where a license to teach means something, we shall have taken a long stride towards exalting it to a profession. Entirely too many certificates are given and they are not worth anything when we get them.

I was granted a State professional certificate in Wheeling and when I came "across the river" to this city of glass-houses I couldn't teach a Second Reader class on it.

I would not bring down the standard and let everybody teach school any sooner than I would let everybody preach, but I would let a license to teach be good from the Atlantic to the Pacific, and from Canada to the Gulf of Mexico. Some mistakes would doubtless be made, but teachers are judged and employed by their work rather than by their certificates, and the poor teachers would be without schools just as the poor preachers are without congregations. The "bad" ones might be silenced. Our intellectual training is not of any more importance than our moral or physical, and if preachers and doctors are turned loose upon the country, give the teachers equal rope. It might be well to have a day of general reckoning once in awhile, and such a day might be good for the other learned professions as well. Fellow-teachers, let us bring ourselves up or bring our *professional* neighbors down.

SADIE J. CANNON.

EDITORIAL DEPARTMENT.

——Since the last issue of this journal its editor has been called to cross the Dark River. His last work was done on Friday, the 4th of November. His strength had seemed to be failing for several months; but no one, not even his own family, thought of the possibility of so early and utter prostration as followed. On Friday evening, the 4th of November, he was suddenly prostrated; his voice became very weak and husky; his strength completely failed, and in a short time vomiting began, continuing at irregular intervals until the next Thursday. His extreme weakness made it very difficult for him to talk so as to be understood. He was able to take barely enough nourishment to sustain life. Thus his little remaining strength grew gradually less and less. However, until the morning of November 20th, his physician and family still hoped he would rally. But it was then evident his end was fast approaching. He was very restless. He seemed to suffer all of the time, and at moments his mind wandered. He was patient, trying to do whatever his friends requested to ease his sufferings. Early in the morning of the 22d he became quiet; but he could only gasp his "farewell," "it's all right," to his family who stood around him. In about half an hour more death had claimed its victim.

We give this account of his few last days because so many have asked "particulars of his sickness." The next number of the Monthly will contain a sketch of the life and work of Mr. Henkle, written by one who knew him long and intimately, as well as other appropriate matter which cannot appear in this number without causing further delay, and laying aside the present matter which was mostly prepared by him, even to the proof reading. To the many kind friends who have written words of sympathy for the family, and of friendship and love for the departed, Mrs. Henkle and daughter desire to return their sincere thanks.

TO THE READERS OF THE OHIO EDUCATIONAL MONTHLY.

——Without doubt all readers of the Monthly understand the cause of the delay in this issue. Hereafter it will appear with its usual promptness. The Monthly will continue to be published under my direction, with the assistance of some of the most prominent educators of the State, among whom are Superintendents Moulton and McMillan, Burns, Mendenhall, Venable, and other friends of Mr. Henkle, who have kindly offered their services, until it can be placed in the hands of some one who will be satisfactory to myself and also to the teachers of the State. For many years I have labored with my husband in the preparation of the Monthly, and will strive to make the forthcoming numbers worthy the continued patronage of the Teachers of Ohio.

I but use the voice now silent in expressing gratitude to the many teachers of this, and also of other States, who have shown their appreciation of his work, and circumstances now give fervency to the hope that their interest will continue as warm and as tangible as of old.

K. A. Henkle.

——The December number of *The Century Magazine* is a fine one. It contains a picture of Dr. Holland, and a sketch of his life occupies the first seven pages, and in Topics of The Times is an account of the Memorial Meeting held at Springfield, Mass., Oct. 16, the day after his funeral.

——West Virginia Superintendents' Convention and Teachers' Institute met in Wheeling, Nov. 23, 24, and 25. Instructors, E. V. DeGraff, N. J.; J. H. Smart, Ind.; A. L. Wade, W. Va.; and J. B. Peaslee and J. J. Burns, Ohio.

——Persons whose subscriptions expire with this month will find a cross on their copies of the *Monthly*. If any of them do not wish the *Monthly* continued they should immediately inform us of the fact, and not wait until after one or more numbers shall be sent. We hope, however, to retain all our present subscriptions and receive large additions. We hope superintendents will immediately take the matter in hand and secure good clubs from among their teachers.

——Did you ever hear of the man who said, "I went into the business to get rid of rings and I found myself in the middle of the biggest ring I ever saw?" Such would, undoubtedly, be the experience of the man who, to get rid of personal book-rings, would organize a State book-ring.

It would be a nice thing for political jugglers to have an extra officer in every township and ward to control the book trade. There would be additional dependencies and mutual obligations for the public good, and for private "bargain and sale." But he is only "laying a flattering unction to his soul" who supposes the people will be benefited by the State becoming a mercantile firm for the sale of books.

A monarchical government, like Russia, might undertake to dictate to the people what books they should buy for their children, of whom they should buy them, and what they should pay for them. Such a government might determine to buy and sell all the products of labor in order to keep the people out of the hands of sharpers, but such a procedure in Ohio would prove a failure. A law regulating those matters would sit more loosely than do our temperance laws or the laws against profanity. Yet men whose hobby is anti-monopoly would turn the State into a "Corliss engine" of monopoly, and shout all the time that they are doing it for the good of the people. They would open a door for public corruption and stock jobbing on the grandest scale, and cry "see how I am lightening your burdens." They complain—and with considerable justice—of the immense power of wealthy firms of book publishers, and assert that these firms have spent money to prevent the passage of a law requiring the State—through its officers—to buy and sell books. From this they conclude the law ought to be passed. But it is asserted that more wealthy firms doing business in New York have, through their agents, endeavored to secure the passage of such a law in Ohio. The

object of these firms is to "break the back" of their Western rivals, so that the trade may be under the control of Eastern capitalists. Possibly it may be found that the Western publisher's "loin is no thicker" than the Eastern one's "thumb." The question of who spends money for or against a bill is not a "settler" as to the justice or injustice of it.

Instead of treating the people of Ohio as "government wards," let the Legislature pass a law making it an offense for any school officer to receive any present from any publisher, of any school book, or agent thereof. The different firms will watch each other and help to execute the law; and the book trade, like the trade of any other product will regulate itself by the law of demand and supply. J. TUCKERMAN.

EDUCATIONAL INTELLIGENCE.

——MICHIGAN University is to have a new museum, which will cost $60,000.

——VOCAL music is taught in the Wellsville public schools two days in each week.

——IT is said the schools of Madison, Ind., have been closed on account of small-pox.

——THE Indiana State Teachers' Association will meet in Indianapolis December 27th.

——THE Public Schools of Norwalk, under J: C. Kinney, are said to be doing faithful work.

——AN effort is being made for the admission of a new State to be made out of Dakota.

——THE new school laws of Indiana require that the doors of all schoo buildings must swing outward.

——THE Kansas-City Board of Education are discussing the question of how to educate the "street boys."

——THE University of Leyden, Holland, is said to be the richest one in the world. Its real estate is worth $4,000,000.

——"BURY Me Near the Old Home" is the latest Song and Chorus by Will L. Thompson, East Liverpool, Ohio. Price 35 cents.

——THE Mahoning-County Teachers' Association met in Canfield Nov. 26th. H. C. Muckley of Youngstown was to lecture on history.

——THE Illinois State Association of County Superintendents will hold its next annual meeting in the Senate Chamber, Springfield, December 26, and 27.

——THE light-house in Sidney, New South Wales, is to have an electrical lamp in it whose beams will equal the light of 12,000,000 candles in its brightness.

——PRESIDENT Garfield's fiftieth birthday anniversary was announced to be celebrated by the High School of Cambridge, Ohio, on the evening of November 19th.

——The December number of the Kindergarten Magazine and New Education will be more than double the usual size, and will be issued about December 15.

——Hillsdale College, Hillsdale, Michigan, has taken steps to dedicate the east building of the college as a memorial to the dead President, and name it "Garfield Hall."

——The inhabitants of Guernsey, the island home of Victor Hugo, will erect a monument to his memory. It was to this island he dedicated his "Toilers of the Sea."

——A Warren-County Indiana School Board has pronounced against licensing teachers under 19 years of age. It thinks children are seldom good teachers of children.

——The unveiling of Lord Byron's statue took place on a Sunday, at Missolonghi, Greece, at which place he died. The people manifested great popular enthusiasm.

——The commencement exercises of the Mansfield Normal College took place Nov. 4. P. C. Palmer of Bolivar, Ohio, delivered an address on Needed Reform in Teaching.

——The public schools of East Liverpool have an enrolment of eleven hundred. The Catholics have opened a Parochial school with an attendance of something over one hundred.

——A memorial tablet has been placed in the ladies' waiting-room of the Baltimore and Ohio railroad station, in Washington, to indicate the spot where President Garfield was shot.

——The next College year of the Western-Reserve College will begin in Cleveland. The name of the college is to be changed to "Adelbert College of Western-Reserve University."

——A great grandson of Benjamin Franklin, Dr. Benjamin Franklin Bache, died in Brooklyn, N. Y., aged eighty years. He had been an officer of the navy for nearly sixty years.

——Over 300 girls have been taken from the public schools of Lewiston, Maine, and placed in a Catholic parochial school. Their withdrawal involves the closing of at least six schools.

——A transit of Mercury over the sun's disc took place a short time ago. The ingress began at 8 P. M. Washington time, and ended about 6 A. M. The transit was observed at Mt. Hamilton, California.

——By a mistake in the engrossing of a bill passed by the Illinois Legislature last winter, the annual appropriation, consisting of $6,493.56, for the use of the Normal University at Normal, is lost to the institution for two years.

——Great preparations are being made for the observance of the centenary of the birth of America's greatest orator and "greatest master of the English language," Daniel Webster, January 18, by the Public Schools of Cincinnati.

——The wealthiest College in the United States is said to be Columbia. Its annual income is $315,000; Harvard comes next with $231,000; then

Johns Hopkins, with $180,000, Yale $136,000, Cornell $100,000, and the University of California $105,000.

——It is said that the buildings and contents of the Polytechnic Institution, in London, are to be sold. This will be regretted, for it had done much toward exciting a popular interest in the arts and sciences. It was claimed it had outlived its usefulness.

——The incorporators of the Normal College Association, at Canfield, Ohio, have elected a board of trustees, and are now ready to complete business necessary to opening the college, under the title of the North-eastern-Ohio Normal College Association.

——An officer by the name of Tarry has discovered a buried city in Algiers. A mosque and nine houses have been unearthed. The city is said to have the appearance of a second Pompeii, with vaulted passages, inscriptions, and other architectural remains.

——There is talk of erecting an observatory on Mount San Bernardino, California. This mountain rises to the height of 8,500 feet, and is on the border of two climates. While one side is bathed in the perpetual sunshine of summer, the other is swept by the storms of the coast.

——The Knox-County Teachers' Association met in Mt. Vernon Oct. 13th. A. E. Johnson talked on Literature in Common Schools, R. B. Marsh, on Orthography, Jos. Duncan, on Prosody. A lively interest was manifested by the schools of the county. Candace Lhamon, Sec.

——It is said there is a Great Sunken Lake in the Cascade mountains, seventy-five miles from Jacksonville (Oregon), that rivals the valley of Sinbad the Sailor. It is supposed to be 2,000 feet down to water all around. Its estimated length is twelve or fifteen miles, and its width ten or twelve.

——Report of the Salineville Schools for the month ending October 28, 1881:—Whole enrolment, 522; average number belonging, 470.3; average per cent of attendance, 88; cases of tardiness, 217; cases of corporal punishment, 8; visits of Boards of Education, 1; neither absent nor tardy, 108.

——The publishers of the *North American Review*, Messrs. D. Appleton & Co., after the close of the present year, will cease to retain even that connection with the Quarterly. "In view of recent articles that have appeared in it," they say; no doubt meaning the discussion on religion by Black and Ingersoll.

——The Clinton-County Teachers' Association met in Sabina, Oct. 29th. The subject of class drill was discussed by Miss Hadley and Miss Aiken, Prof. Chaney and others. Eva M. Wolfe read an essay, and was followed by one on class exercise by Alice Hadley. The association adjourned to meet in Clarksville Nov. 25.

——At a sale of the Sunderland Library, belonging to the Duke of Marlborough, a book on the "Virginia Colonies," date of 1610, sold for $715. Another, "New-England Plantations," dated 1641, sold for $555. These were both sold to English booksellers. An agent for several American libraries offered £25,000 for the whole library, but it was refused.

——The founder of Wellesley College for women, left a fortune of $1,000,000, which, after the death of those mentioned in his will, is to go to the college. His intention was that the college should become a university for the higher education of women. A fund of $20,000, is to be put on interest, and this interest is to be used to help needy girls in their studies.

——It is said the famous spring of boiling water in the Yellowstone region, in the middle basin, known as "Hell's Half Acre," has become a geyser. Four or five times every day it discharges a column of water loaded with stones, and obscured by steam. The water is thrown a hundred feet high. The hollow ground around the opening trembles under the uplifting.

——The Knox-Township (Columbiana Co.) Teachers' Association met Nov. 25th, at North Georgetown. The following was the order of exercises:—Primary Grammar, T. J. Beck; Civil Geography, D. W. Crist; Reading Class, H. P. Borton; Descriptive Geography, M. L. Cowgill; Essay, Primary Teaching, Ida R. Buck; School-room Hygiene, A. B. Aellig; Our Common-School System, S. G. Cowgill.

——It is said there are nine different claims to the discovery of America before Columbus. First, that the Chinese discovered it in 499; the Northmen visited it in the year 1000; the Arabs, in the year 1125; the Welsh, in 1170; the Venetians, in 1386; the Portugese, in 1463; the Poles, in 1476; Martin Behaim, the German astronomer, in 1483; and another claim still for Cousin of Dieppe; this date is not given.

——Scioto-Valley Teachers' Association met at Waverly, Friday, November 11, at 2 o'clock, and continued its session until Saturday noon. A great interest was manifested in the exercises. The next meeting will be held at Ironton, subject to call of the executive committee. Officers, President, C. T. Dean; Secretary, Emily Ball; Executive Committee, J. J. Allison, W: Richardson, and G: E. Campbell. J. W. Johnson, Sec. Pro. Tem.

——Eastern-Ohio Teachers' Association met in Bellaire, Nov. 25, and 26. The following was the program: Address of Welcome, R. W. Nelson; Inaugural Address, H. N. Mertz; The School and the Public Library, J. L. Steele, Principal of the Bellaire High School; Discussion, C. E. Hitchcock; The True Teacher an Artist, Annie N. Gilmore; Discussion, W. D. Gibson; Moral and Literary Culture in the Schools, Dr. J. B. Peaslee.

——W: H: Venable has prepared a course of lectures on the Life and Works of noted Western Poets, which he is delivering by request in College Hall, Cincinnati, beginning Nov. 25, with The Pioneer Literature of the Ohio Valley (George D. Prentice, the Poet's Friend.) Nov. 28, Literary Enterprises of the Queen City (W. D. Gallagher, the Poet of Nature.) Dec. 2, The Untaught Melodies of the Heart (Amelia B. Welbey and Alice Carey.) Dec. 5, Poesy is an Art as well as an Inspiration (John J. Piatt and Mrs. S. M. B. Piatt.)

——THE Editor and proprietor of the *North American Review* announces that the Review will be hereafter published at No. 30 Lafayette place, and will appear under its own imprint. He states that he has found it impossible to conduct the publication in the spirit of the motto adopted by its founders, making it a forum of independent thought, and extending, at his discretion, the hospitality of its pages to thinkers and scholars of all creeds and forms of belief, and at the same time to maintain relations with a publishing house having extensive school-book and other interests of its own to promote. This change of imprint will involve no alteration whatever in the organization or service of the Review.

——THE following is the previously-announced program of the North-Eastern Ohio Teachers' Association, for its meeting in Cleveland, Dec. 9, and 10, Friday evening, 7:30 o'clock. IN MEMORIAM. Exercises in memory of our friend and brother, W: D. Henkle, who died at his home, in Salem, Nov. 22, 1881. Prof. T. C. Mendenhall and Sup'ts R. W. Stevenson, Thos. W. Harvey, Reuben McMillan, A. J. Rickoff, Samuel Findley, and others, will take part in these exercises. Saturday, 10:30 o'clock, Garfield as a Teacher, H. M. James; discussion opened by B. A. Hinsdale; Waste in the Education of girls, Mary Evans; discussion opened by T: W. Harvey; Patriotism in our Public Schools, W: G. Frost; discussion opened by H. M. Parker. Executive Committee: E. F. Moulton, M. S. Campbell, Geo. H. White. Secretary, Hiram Sapp.

——THE National Library at Paris, in 1874, contained 2,000,000 printed books and 150,000 manuscripts. The same year the British Museum and the Imperial Library at Petersburg, each had 1.100,000 volumes. The Royal Library of Munich 900,000 books. The Vatican Library of Rome contains 105,000 printed books and 25,000 manuscripts. The largest library in the United States is the Congressional one at Washington. This had, in 1874, 261,000 volumes; the Boston Public Library, 260,500; and Harvard University, 200,000; the Astor and Mercantile of New York, 148,000. Among the College Libraries, after Harvard, comes Yale, with 100,000; Dartmouth, 50,000; Cornell, 40,000; University of Virginia, 36,000; Bowdoin, 35,000; the University of South Carolina, 30,000; Ann Arbor (Michigan) 30,000; Amherst, 29,000; Princeton, 28,000; Wesleyan, 25,500; and Columbia College, 25,000.

PERSONAL.

——LELIA J. ROBINSON is Boston's first woman lawyer.

——CORNELL UNIVERSITY has an endowment of $1,700,000.

——G. W. FAIRCHILD is Superintendent of schools in Cumberland, Ohio.

——J. L. KING is teaching his second term in the Chestnut Knob School.

——CHARLES HAUPERT has been appointed School Examiner of Tuscarawas Co.

——J. W. Rose is Principal of the Fairview Schools, and Lida Bell assistant.

——S. J. Finley is Superintendent of the Quaker City Schools. This is his second year.

——Thos. W. Field, Superintendent of Schools in Brooklyn, N. Y., died a short time ago.

——Stanley, it is said, has already received $50,000 for his "Through the Dark Continent."

——A. W. Hussey is serving his third year as Principal of the Public Schools of Ohio, Illinois.

——President Hinsdale, of Hiram, is said to be in Boston supervising his work on President Garfield.

——Candace Lhamon, of Gambier, has accepted a position in the Western Female Seminary, at Oxford.

——W. B. Greek, for six years principal of the schools at Pioneer, O., is occupying the same position at Stryker, O.

——W. Hawkins, a veteran teacher, has charge of schools at the mines in Cambridge Township, Guernsey Co., Ohio.

——President Angell, of Michigan University, United States Minister to China, has resigned, and is on his way home.

——Joseph E. Williams, Superintendent of the Cambridge (Guernsey Co.) Schools, died of fever in that place Oct. 30.

——A drawing made by Mr. Williams on one of the black-boards is to be preserved a year out of respect to his memory.

——Paul Darling, who died in Brookville, Pa., a short time ago, bequeathed to the Public Schools of that place $30,000.

——Miss Emma Smith, of Peoria, Ill., is said to be the first lady ever admitted to the histological department of Leipzig University.

——E. L. Abbey has been elected to fill the vacancy caused by the death of Jos. E. Williams, and I. A. Tannehill Principal of the High School.

——Maria Carey, of New York, left in her will a bequest of $5,000 to several different institutions, among them one to Antioch College, Yellow Springs, Ohio.

——Prof. T. C. Mendenhall and J: B. Peaslee, of Cincinnati, are announced as instructors for the Guernsey County Institute for the week beginning Dec. 26th.

——L. A. Thomas, for ten years Principal of the Topeka, Kansas, High School, died in that city sometime in Nov. He was a teacher in Ohio before going to Kansas.

——Prof. Kiehle, former president of the St. Cloud, Minnesota Normal School, takes the place of State Superintendent, made vacant by the death of Hon. D. Burt.

——Stephen Whitney Phoenix, by his will, leaves about $600,000 to Columbia College, together with his valuable library. Mr. Phoenix graduated at Columbia in 1859.

——The Cleveland Board of Education have granted A. J. Rickoff four months' leave of absence, with one month's pay. He will start for Europe about Dec. 1st., in hopes of regaining his health.

——Frederick W. Gunn, the founder of the school called the "Gunnery," died in Washington, Connecticut, a few months ago. He was a graduate of Yale, in the class of Evarts and Waite.

——Hon. J. P. Wickersham contemplates writing a history of Education in Pennsylvania. This will no doubt be a valuable book, as he intends to devote some two or three years to the work.

——Jerome Allen, who has for the last ten years filled the chair of Natural Science in the Normal School at Geneseo, New York, has been elected President of the State Normal School at St. Cloud, Minn.

——Gen. Charles W. Hill, whose death took place in Toledo, Nov. 24th, was the founder of the present system of public schools of that city. He was President of the Board of Education for over twenty years.

——Dr. McCosh, of Princeton says, that out of four hundred students in Philosophy, who have graduated there, only four ~~of the number~~ have graduated skeptics. This fact is worthy of notice, in this materialistic age.

——Francis E. Wilson, First English Assistant in the 22d District School, Cincinnati, and editor and proprietor of the Public-School Journal, recently absorbed, has been seriously ill with malarial fever, at his home at Southside, but is mending slowly.

——Robertson Smith, late Professor in Aberdeen University, who was suspended from teaching on account of his advanced liberal ideas, has been presented with £1,000 worth of books, and it is said a sum exceeding his former salary has been raised for his benefit by his supporters.

——Sup't Luckey, of Pittsburgh, authorizes the Chairman of the Executive Committee to accept a challenge from any school in the United States or Canada, to a competitive examination of any class of pupils from 6 to 14, in any branch of a similar grade which they are now studying.

——Prof. A. H. Tuttle, of the Ohio State University, is the Vice-President of the American Association for the Advancement of Science, who is to preside next year at Montreal over Section G, Histology and Microscopy. We have already stated that Prof. T. C. Mendenhall is to preside over Section B, Physics. This gives two out of the nine officers presiding over sections to one Ohio institution. It will thus be seen that Ohio figures not only largely in politics and education, but also in science.

INSTITUTES.

CUYAHOGA Co.—Place, Berea; time of beginning, Nov. 7; duration, one week; Instructors, Hon. D. F. DeWolf, T. W. Harvey, and M. A. Sprague. Virgil P. Kline, of Cleveland, delivered one evening lecture on The Railroad Problem. Officers elected:—Pres. R. C. Smith; Vice-President, M. A. Sprague; Secretary, W. W. Jackson; Ex. Com., C. A. Wuestenberg, W. H. Putnam, W. R. Coats, W. S. Hayden, and S. H. Herrimen.

WAYNE Co.—Place, Smithville; time of beginning, Oct. 24; duration, one week; Instructors, Hon. D. F. DeWolf, U. T. Curran, J. D. Luse; evening lecturers, D. F. DeWolf, U. T. Curran; Officers elected:—Pres., A. E. Winter; Vice-Presidents, G. W. McGinnis and V. H. Miller; Sec., Miss Oliver; Ex. Com. The next session will be held in Smithville, the last week of Oct., 1882. Resolutions in favor of County Superintendency, and for a revision of Township System were passed.

COLUMBIANA Co.—Place, New Lisbon; time of beginning, Nov. 7th; duration, one week; Instructors, W. Watkins, U. T. Curran, and D. F. DeWolf. W. D. Henkle, who was to have been one of the instructors, was absent on account of severe illness. Lecturers, D. F. DeWolf, G. N. Carruthers, W. Watkins, and U. T. Curran.

The following resolutions were passed by the Institute:

WHEREAS, our esteemed friend and associate, W. D. Henkle, has been, by sickness, deprived of attendance at this session of our Institute:

Therefore, Resolved: That we deeply feel the loss of his presence and aid, and that we suffer with him in his affliction, and desire to express our earnest solicitude for his speedy recovery to health.

Resolved, that these resolutions be spread upon the minutes, and a copy of the same be transmitted to our friend.

MAGGIE UMSTEAD, *Sec.*

BOOK NOTICES.

FROM CANAL BOY TO PRESIDENT; or, The Boyhood and Manhood of James A. Garfield. By Henry Alger, Jr., anthor of Ragged Dick; Luck and Pluck; Tattered Tom, etc. John R. Anderson & Co. 1881. 17 Murray Street, New York: Illustrated. Pages 334.

This book is written in a style that would at once attract the attention of boys, even of those whom we see with dime novels protruding from their pockets.

SHAKESPEARE'S TRAGEDY OF CYMBELINE. With Introduction and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath. 1881. Pages 224.

SHAKESPEARE'S TRAGEDY OF CORIOLANUS. With Introduction, and Notes Explanatory and Critical. For Use in Schools and Families. Same Editor and Publishers. 1881. Pages 221.

The Introduction of the first contains the following headings: Date

of the Composition, Sources of the Plot, General Characteristics of the Play, Some parts of it not Shakespeare's, Imogen the Organic Force of the Play, Character of Cymbeline, Character of the Queen, Prince Cloten, The Libertine, Delineation of Pisanio, Character of the Hero, The Heroine and Belarius and the Princes. The topics treated of in the Introduction to the second one, Date of the Composition, Historic Material, Shakespeare's Treatment of the Subject, Rights of the People well Respected, Delineation of the Hero, The Hero and his Mother, The Hero and his Wife, Roman Womanhood, Character of Volumnia, and the Volscian Chief. Mr. Hudson has displayed great skill in expurgating those passages of Shakespeare whose utterance on the stage or in the social circle modern society would not tolerate. The omission of these passages is made without destroying the unity of the play. We have now noticed eighteen volumes of the single-play edition of Shakespeare by Hudson. They are the following:—Midsummer Night's Dream, Merchant of Venice, Much Ado about Nothing, King John, Richard II., Richard III., As You Like It, Twelfth Night, Henry IV., Part I., Part II., Henry V., Henry VIII., Romeo and Juliet, Julius Cæsar, Hamlet, Othello, Cymbeline, and Coriolanus. There are five more of these plays that we judge have been issued, but which we have not received for notice. It may be of interest for our readers to know that within the last six years Hudson's School Plays have had a copy-right sale of 83,771 volumes.

American Juvenile Speaker and Songster, for Day Schools, Public Schools, Church Exhibitions, Socials, and Parlor Entertainments. By C. A. Fyke. Price, 40 cts. per copy, or $4.25 per dozen. Published by F. W. Helmick, Music Dealer and Publisher, Cincinnati, Ohio. Pages 127.

Department I. of this book is devoted to music with the notes, Department II., to Selections of Poetry, 52 in all, Department III., to Choice Thoughts for Memorizing, and Department IV., to Dialogues, 17 in all. The book is certainly a novel one, and doubtless will be turned to good account by teachers.

Studien und Plaudereien im Vaterland. Second Series. By Sigmon M. Stern and Menco Stern. New York: Henry Holt & Company. F. W. Christern. Boston: Carl Schœnhof. Pages 380.

We noticed the first book of this series more than two years ago. All the good qualities of that book are also to be found in this. The authors have been exceedingly successful as to the selection of matter. It has all the fascination of a consecutive story, and all complicated constructions seem to have been studiously avoided. About sixteen pages are devoted to explanatory notes on the text, but true to the Natural Method the notes are entirely in German.

A Manual of English Literature, Designed For the Use of Schools of Advanced Grades. By N. K. Royse, Author of "A Manual of American Literature." Philadelphia: Cowperthwaite & Co. 1882.

Monroe's Vocal Gymnastic Charts. Philadelphia. Cowperthwaite & Co.

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SOUNDS AND THEIR RELATIONS. A Complete Manual of Universal Alphabetics; Illustrated By Means of Visible Speech; And Exhibiting the Pronunciation of English, in Various Styles, and of other Languages and Dialects. By Alex. Melville Bell, F. E. I. S., etc. Philadelphia: Cowperthwaite & Co., Publishers. 1881.

Illustrations are given, at length, of various styles of English pronunciation, including the "Vocabulary Style" of dictionaries; the Colloquial Style, or "English as spoken;" English and Scottish Dialects; and specimens of French and German. The concluding chapter shows the mode of applying Visible Speech to the teaching of Articulation to the Deaf.

CATALOGUES AND CIRCULARS.

Catalogue and circular of the State Normal and Training School, Farmington, Maine, for the year ending June 30th, 1881. C. C. Rounds Principal. Pages 40.

Circular on the Grading System for the Country Schools of Wisconsin, addressed to the County Superintendents, District Boards, and Teachers of the Public Schools of the State. Revised Edition by W. C. Withford, State Superintendent. Pages 48.

Twenty-eighth Annual Report of the Superintendent of Public Schools of City and County of San Francisco, California. Pages 42. John W. Taylor, Sup't.

Catalog of Western-Reserve College, Hudson, Ohio, for 1881–82. Pages 28. Rev. Carroll Cutler, Pres.

Rules and Course of Instruction of the Public Schools of Canal Fulton. Pages 17. I. M. Taggart, Superintendent and Principal High School.

"The Method of Teaching the Elements of the Latin Language" employed at Phillips' Academy, Exeter, New Hampshire. Tabulated by John Wentworth Sanborn. Boston. J. S. Cushing, Printer, 16 Hawley St. Pages 22. Send twenty-five cents to the author, at Percy, New-York, for a copy.

Fifth Annual Catalog of the Rio-Grande College. Pages 22. A. A. Moulton, Pres.

☞SEVERAL new advertisements appear in this number. Among which will be found those of Littell & Co., G. & C. Merriam, and Cowperthwait & Co. Read them.

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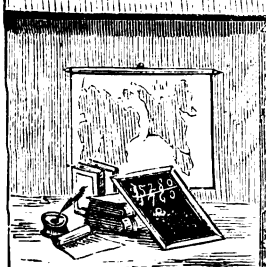

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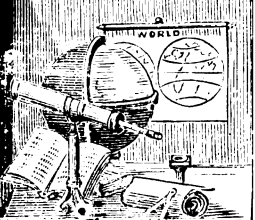

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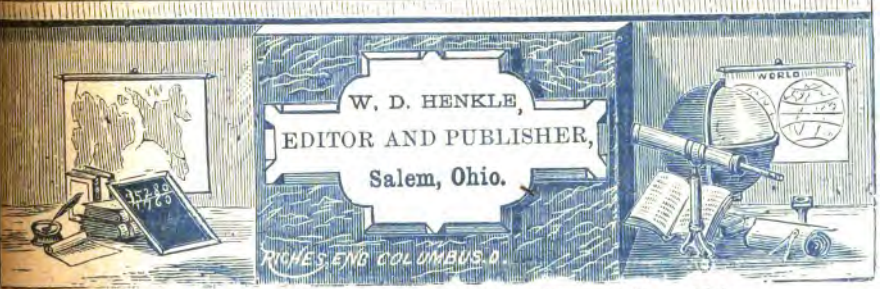

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